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A CONFERENCE TO ENLIST THE PARTICIPATION OF FIFTY INSTITUTIONS OF HIGHER EDUCATION IN SPECIFIC RESEARCH AND DEVELOPMENTAL PROGRAMS TO PREPARE WOMEN FOR PRODUCTIVE EMPLOYMENT.

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CONFERENCE OBJECTIVES WERE THREEFOLD--(1) THE PREPARATION OF PLANS TO REACH THE UNDERGRADUATE WOMAN AND MOTIVATE HER TO PLAN REALISTICALLY FOR COMBINING FAMILY AND WORK IN THE SUCCESSIVE PHASES OF HER LIFE, (2) THE DEVELOPMENT OF A MECHANISM FOR CATALOGING EXISTING PART-TIME COURSES ON CAMPUS AND EXISTING MATERIALS FOR HOME USE SO THAT THIS INFORMATION CAN BE DISSEMINATED FOR INSTITUTION DEVELOPMENT OF EXPERIMENTAL MATERIALS AND COURSES, AND (3) PROCEDURE DESIGN FOR INCORPORATING IN THE PLACEMENT OFFICES THREE PILOT COLLEGE VOCATIONAL ADVISERS. CONFERENCE DISCUSSION GROUPS WERE FORMED TO REVIEW THE LATEST THINKING FROM 50 INSTITUTIONS CONCERNING THESE PROBLEMS. MAJOR FINDINGS WERE (1) ON-CAMPUS ADMINISTRATIVE AND ACADEMIC EFFORTS SHOULD BE CONDUCTED TO REACH AND MOTIVATE THE UNDERGRADUATE IN LIBERAL ARTS, (2) ON- AND OFF-CAMPUS EFFORTS SHOULD BE PLANNED AND IMPLEMENTED TO OFFER INTELLECTUAL STIMULATION AND DIRECTION TO GRADUATES DURING THE EARLY "FAMILY YEARS," (3) CONTINUING EDUCATION FOR CREDIT SHOULD BE OFFERED IN OFF-CAMPUS COURSES, (4) CONTINUING EDUCATION FOR CREDIT SHOULD BE OFFERED ON CAMPUS AND IN EXTENSION PROGRAMS, (5) A COUNSELING SERVICE SHOULD INCLUDE CONTINUED COUNSELING IN THE ACADEMIC AND VOCATIONAL REALM AS WELL AS A RECIPROCAL PLACEMENT SERVICE, AND (6) A CLEARINGHOUSE OPERATION SHOULD BE ESTABLISHED FOR COMMUNICATION BETWEEN INSTITUTIONS IN THE DISSEMINATIONS OF INFORMATION. (HB)

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FIFTY INSTITUTIONS OF HIGHER EDUCATION IN
SPECIFIC RESEARCH AND DEVELOPMENTAL
PROGRAMS TO PREPARE WOMEN FOR
PRODUCTIVE EMPLOYMENT**

Cooperative Research Project No. F-050

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INTRODUCTION

In the same way that knowledge is expanding at an ever-quicken- ing pace, the opportunities for women to find personal fulfillment are increas- ing rapidly. As in the past, many women have realized this fulfillment through their traditional role as wife and mother, and they will continue to do so. In the years ahead, legions of women will be looking beyond this traditional role and searching for ways to find a new identity for personal fulfillment alone or in combination with a desire to serve society. Society must therefore be prepared to employ women where they are needed in a manner consonant with their responsibilities to their families.

Whether this search is inner-directed or outer-directed, these women will need encouragement, help and understanding. Recognizing this need and at the same time being aware that our expanding knowledge demands the fullest utilization of those who are intellectually gifted and trained, Catalyst is dedicated to aiding women who seek employment op- portunities -- paid or voluntary -- to prepare for and fill the countless positions in which they are needed and for which they can become quali- fied. At the same time, it must help society, and the management class in particular, to recognize the manpower resource represented by women who desire to fill a dual role.

Catalyst is a non-profit agency, organized in 1962, with a Board of Directors under the chairmanship of Thomas C. Mendenhall, president of Smith College, and consisting of Margaret Clapp, president of Wellesley College, Douglas M. Knight, president of Duke University, C. Easton Rothwell, president of Mills College, Paul L. Ward, president of Sarah Lawrence College, and Catherine Cleary, executive vice-president of the First Wisconsin Trust Company. The primary concern of Catalyst is with enhancing the effective utilization of intelligent women in areas of critical personnel shortage. On the one hand, it seeks to alter patterns of training and employment so that women can find opportunities for study and work in combination with the fluctuating needs of their families and, on the other hand, it will bring such opportunities to the attention of the three million women college graduates throughout the country via alumni/ae associa- tions, the press, radio and television. An active channel of communica- tion between women, educators and employers will be maintained so that continuing efforts can be made to accommodate the emerging needs and capacities of each of these groups to the others.

Catalyst has received support from the Fund for the Advancement of Education, the United States Office of Education, the General Electric Foundation and the Mary Duke Biddle Foundation. Depending on a number of volunteers and a few paid workers, it has instituted vocational programs in teaching, public welfare and science. These areas were chosen because they have critical personnel shortages and because they lend themselves to part-time as well as full-time employment. In time, other vocational programs will be undertaken.

Under the chairmanship of Warren Hill, president of Trenton State College and former Maine Commissioner of Education, Catalyst in Education has published a pamphlet jointly with the National Education Association inviting women to enter the teaching profession and describing its challenges, needs and methods. A national directory of teacher preparation programs is now in press. It has also conducted a national survey of the attitudes of school administrators toward the use of part-time teachers; the published results will be used to bring the experience of those who have successfully used part-time teachers to those who are skeptical about their employment.

Under the chairmanship of Ernest White, coordinator of social-work education in California and former director of the Council on Social Work Education, Catalyst in Social Work has prepared a pamphlet inviting women to enter public welfare as caseworkers and describing its needs, challenges and methods. It is compiling a directory of training opportunities and has conducted a survey of the attitudes of commissioners of public welfare toward the use of part-time caseworkers.

Under the chairmanship of Detlev Bronk, president of the Rockefeller Institute, Catalyst in Science has surveyed the needs of the scientific community and identified channels of communication with 90% of those concerned with science information and laboratory work. Data on educational materials has been compiled and the creation of special home-study courses dealing with the new concepts of the basic sciences is under consideration to serve the needs of mature women and specialized scientists.

Recognizing the inefficiency and wastefulness of salvaging the talents of mature women who wish to re-enter the workforce after an absence of a decade or more, and the resultant significant attrition, Catalyst became concerned with helping to increase the reservoir of trained women who are, IN FACT, properly equipped and motivated to work. It recognizes that maximum utilization of the capacities of women depends heavily on the motivation of the undergraduate to plan ahead and on the advisory and continuing education services available to mature women. It is for this reason that the campus program is viewed as integral to the vocational programs of Catalyst.

With a grant from the Cooperative Research Bureau of the U.S. Office of Education, sixty-five educators convened at the Margaret Morrison Carnegie College, Carnegie Institute of Technology, on May 15-16, 1964. They were invited by Catalyst because of their competence in dealing creatively with the problems and challenges presented by the newly emerging life pattern of educated women. As the following review -- based on the conference discussions -- will indicate, the goal of the Catalyst on Campus Conference was to formulate a program based on the joint efforts of fifty colleges and Catalyst to meet more effectively the motivational, educational, counseling and placement needs of educated women.

The Report that follows is presented in response to the consensus, explicit and implicit, of the Catalyst on Campus Conference. "Proceeding from the Conference" is not a verbatim proceedings of the Conference. Rather, it is designed to point out directions for the future based on the deliberations of the group. As a catalyst agent working to facilitate change, Catalyst on Campus is effective only as individual campuses are effective and as they affect each other. It is in the hope of stimulating continuing conversation that this Report is presented.

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PART I: THE CONFERENCE

RATIONALE FOR THE CONFERENCE

Erwin R. Steinberg

The life pattern of women is changing rapidly; increased longevity, decreased infant mortality, society's expanded role in the education, care and health of children, smaller families, and technological innovations in the home, result for women in a gift of time. The educated woman's need for intellectual fulfillment can find expression, during a large part of her life, in the needs of an increasingly complex society for intelligence and maturity.

This new life pattern, however, raises four problems for educated women, for the colleges that train them, and for the institutions, agencies, and industries that employ them:

1. Apprising the female undergraduate of what her future will probably be like and helping her make plans for it;
2. Making special provision for the continuing education of women college graduates through part-time study on campus and at home during "the family years";
3. Counseling the mature woman who, after raising her family, wants to return to part-time, full-time, paid or volunteer employment or in other ways fill a creative role; and
4. Gaining society's acceptance of the part-time employment of women with family responsibilities whose skills are needed by our country.

Since this newly emerging life pattern for educated women indicates an important departure from tradition, serious attention and considerable time and energy will have to be devoted in the next decade to helping all of society to understand the promises of the new pattern and to recognize the problems to be faced in realizing these promises.

Colleges and universities must work together, individually and in concert, to foster a heightened awareness of women's needs for realistic vocational planning and to stimulate the development of a larger, continuous service in meeting the needs of women graduates for vocational

guidance and continuing education. A mechanism to serve individual colleges and universities -- by making available requested materials and functioning as a channel of communication among colleges and universities themselves, between educators and employers, and between educators and mature college graduates -- would seem to be desirable.

While an individual college's primary concern is to offer the student a broad educational base on which to build her life, it must also be concerned with the future careers of its female students and become involved in efforts to increase opportunities for the female graduate to realize her talent, training and ambition. Colleges and universities have a responsibility to inform her about the world beyond college and the opportunities that world affords in specialized training and employment.

Mechanisms to supplement and coordinate the already extensive work in undergraduate motivation, continuing education and academic-vocational guidance and placement must be provided. Experimental programs and research must be encouraged, and the results shared. National professional organizations in social work, education and science, for example, must be interested. Industry must be made a participant. Society's attitudes toward the role of women must be altered.

All of these needs posit a nation-wide effort of some kind. For each college to undertake programs of its own to meet each of these needs would be wasteful, for it would involve not only considerable duplication of time and money, and a significant extension of responsibility, but varying degrees of success as well.

THE SPECIAL NEEDS OF WOMEN: A REVIEW

Felice N. Schwartz

A. The Undergraduate

Although we know that the life pattern of women is changing rapidly, a number of basic questions have yet to be answered: How many mature women do not find complete fulfillment in their roles as wives and mothers? How many could achieve greater fulfillment, and at the same time contribute to society, through both family and work? How many are sufficiently motivated by their wish to work to overcome the difficulties and inertia that result from their removal from the workforce for a considerable period?

Although these questions cannot be answered with precision, we can be certain that a great many women throughout the country need help to re-enter the workforce after they have spent a decade or more raising children. We can be equally certain that the attrition of mature women who pursue training and work opportunities is high despite critical personnel needs in a number of service areas. This high attrition results from many factors: poor undergraduate planning, or lack of planning, and consequent inexperience; unsustained interest; neglected training; poor motivation and lack of confidence, as well as from society's anachronistic image of woman's role. Efforts that are made to correct these difficulties represent, in the main, a salvage operation -- a "derusting" or "retreading" of the talents and earlier training of intelligent women who have unwittingly allowed their minds to atrophy and their skills to become outdated because of their failure to realize the necessity of following a realistic life-plan.

The fact that the avenue leading to productive, stimulating employment for these women is uncertain underscores the need for efforts directed toward the undergraduate. If the young woman sees early the overall pattern of her life, continuous growth from a firm liberal arts base obviates re-education after fifteen or more years of disassociation. The key to the woman's continued growth after college is her undergraduate experience on the campus, for this growth requires a realistic life-plan on the part of each woman as well as a catalyst to broaden the opportunities of society.

The woman college student must realize that family and work are not mutually exclusive, that there will usually be ample time for each, and that the combination need not present a conflict if she chooses an

area of work where her responsibilities will be consonant with the needs of her family. It is desirable that she plan early for a life in which her family responsibilities will be especially time-consuming during a relatively short period and that she be made aware of the probable pattern of her adult life, the kinds of plans that are feasible, and how they can be implemented. Successful synthesis of family and job can be achieved only with early awareness by the undergraduate of the shape of her life. If she realizes that the rearing of children will consume less than half the years ahead, she can plan intelligently for the various phases of her life: she must plan her college education phase with an awareness of her future need for meaningful employment; for graduate work immediately after college if this is necessary to her area of professional interest; for work in that area during the period before children, so that on-the-job experience may complement training and indicate new or specialized directions that may be followed later; for continuing education, on the campus or at home, so that during the family years she may fill educational gaps, stay abreast of her field, and provide the foundations for advancement; for returning to work in a position consonant with her professional interests and family responsibilities. How successful she is in adhering to these plans will depend, of course, in great measure on society's acceptance of her dual role.

B. Continuing Education

Colleges and universities in rapidly increasing numbers are recognizing that standard educational programs do not always meet the needs of mature women. The conventional patterns of higher education function like a modern limited-access expressway -- useful for transporting most male students at high speed along the path of graduate training. But for most women, limited access and egress is a great handicap. They need the equivalent of a service road; it is easier to get on and off, and useful for an occasional reduction in speed. Women often have to turn off the main road before men do, and once off, find that the route back is bumpy and circuitous indeed. The "continuation" road is almost always of inferior quality, despite the ever-increasing territory it must traverse in our technologic culture and the growing demands of a highly educated population for a wider variety of roads leading to a wider range of individual destinations. Beyond the broadly publicized programs at a few institutions such as Minnesota, Radcliffe, and Sarah Lawrence, at least one hundred institutions have already made special provision for women to study part-time, and many have developed special courses for women. In addition, a great many large universities continue to absorb countless women into their regular curriculum, offering flexibility in schedule without affixing the continuing education label.

Many questions, however, remain as yet unanswered, and many problems still cry for solution. Whether women seek to complete their undergraduate work, to obtain graduate degrees, to seek enrichment courses, or to pursue vocational training, on-campus courses must be accommodated to their schedules, opportunities for home study must be improved and increased, and both on- and off-campus courses must be widely publicized to women. The preponderant emphasis to date has been on offering on-campus opportunities to the woman college dropout. Although questions of priority, integration, scheduling, credit and curriculum require further research and experimentation, progress already made is significant and facilities are being expanded rapidly to accommodate this group. There is a growing realization too that the existing curriculum can meet many of the needs of mature women if a special portal of entry with accessory academic and vocational guidance facilities can be provided. A trend in this direction will of course accelerate the process of accommodating mature women since it minimizes the need for special provisions. Perhaps the greatest need in this area is for increased communication among colleges (so that each can benefit from the experience and findings of others) and for greater awareness of existing opportunities on the part of women.

In contrast to the attention given the on-campus needs of college dropouts, relatively little is being done:

1. to accommodate the part-time student in graduate and professional schools;
2. to create additional high-quality home-study materials, especially those with vocational orientation;
3. to enhance the value of home-study materials by establishing closer campus links; and
4. to give greater visibility to home-study materials of recognized value and to encourage women to use them.

The enormity of the demand put upon educational institutions by the increased student population and the expanded body of knowledge is staggering. It is imperative that alternative methods of off-campus education be explored and extended. For the woman who is homebound during the early "family years," the need of the educational community to make greater use of home-study programs finds a fortunate concomitance in her own need for off-campus courses. Independent study materials (including correspondence courses, programmed self-instruction, directed reading lists, and audio-visual materials) have particular value

for these women. They are likely to find time -- and discover the necessity -- to maintain an association with the world of ideas and of scholarship and to fill educational gaps with the prerequisites for employment.

Examination of new educational techniques and of home-study courses has shown that a great deal of useful material exists, that increased demand for such material is now being met by new courses and new organizations designed to produce such courses, and that most of the home-study needs of mature women with families can be answered either by use of existing materials or by adapting such materials to individual needs. While some new materials may have to be developed, particularly in the area of science, provision for knowledge of, accessibility to, and supplementation of opportunities already available is sorely needed.

Home-study courses in conjunction with credit -- awarded either by the sponsoring educational institutions or through proficiency examinations would seem to have value as stimulant, as proof of accomplishment and competence, and for certification purposes where this is needed. The current and potential value of these courses would seem to be tremendous, according to discussions held with the New York State Office of College Proficiency Examinations, Educational Testing Services, the National University Extension Association and the Association of University Evening Colleges.

The fact that women often do not live in college communities, that their time away from home is limited, that they encounter difficulty in scheduling and in admission as non-matriculated students indicate that the proper mechanism for responding in an organized way to the educational needs of the woman with family responsibilities has still to be developed. Materials for all vocational areas must be examined and evaluated, and improved materials must be produced. The most effective use of correspondence courses and other home-study materials, in relation to campus-based programs, must be determined and information thereon disseminated.

As Catalyst learns more about requirements in the areas of its vocational programs (initially education, science and social work), it will inform colleges of the educational needs of women seeking employment; the requirements for employment determine to a great extent the educational needs of the student and of the mature woman. On the basis of such information, some colleges may be encouraged to prepare or to adapt course work -- in the areas of their strengths -- to home-study materials for the relatively homebound woman who, while raising her young family, cannot easily take advantage of what local educational institutions offer on campus. The pooling of resources here would make

possible the evaluation of existing home-study courses, the creation of new courses and new campus links to meet new demands, and the invigoration of related on-campus continuing education programs that could depend on a relatively homogeneous student body with some preparation through study at home.

C. Academic-Vocational Counseling and Placement

Although maximum utilization of the capacities of mature women depends very much on their motivation as undergraduates to plan ahead, and on the opportunities for continuing education available to them, women who seek employment often need vocational and academic counseling and assistance in finding suitable jobs.

The woman who wishes to return to the workforce after her family is grown usually faces this stage of life lacking the confidence in herself that she might have developed, given an early exposure to a working environment, and lacking an established foundation on which to build a career. She needs vocational and academic counseling to identify and obtain the educational prerequisites for employment. Although the spectrum of counseling services is broad, ranging from psychotherapy to vocational advice, the concern of the college is with the latter role and with those women whose desire to study and/or work is already clearly established and whose interests are at least broadly defined. Even these women are often uncertain about training opportunities and work available to them, and personal discussion of their problems is more desirable than written communication. The success of the Minnesota Plan and the mushrooming of similar programs in other parts of the country testify to the need for this service and to the ability of colleges and universities to meet this need.

It is only in recent years that colleges have given special attention to the requirements of mature women, but a trend is already apparent. Although numerous enrichment courses have been created for the woman college dropout and graduate, there is increasing evidence that a great many women view education as a means to an end rather than an end in itself. They are seeking to define vocational goals and to fill educational gaps so that they will be qualified to enter a productive activity as employees or volunteers. The college dropout is earnest and well equipped in pursuit of her B. A., and those who have already completed their undergraduate work flock to teacher preparation programs and graduate programs in social work and are rarely interested in bridge substitutes. The continuing education office for mature women is serving a vital need, and in response to the shifting demands of women, it is becoming concerned

less with the creation of special course work for self-enrichment and more with serving as a portal of entry for women to the regular curriculum and as an agent for effecting greater flexibility in meeting their needs.

If a great many women, in fact, seek further education as a prerequisite for employment rather than for its own sake, colleges concerned with answering their needs must extend their domain to include vocational as well as academic orientation, vocational workshops in depth as well as academic offerings, individual vocational as well as academic guidance, and further involvement with the placement needs of mature women. It would be productive for colleges to conduct more one- and two-day orientation programs as a basis on which both the college and the mature woman can recognize the indications for additional programs to meet her needs.

The range of response that the college can make to these needs is broad, and its limits have not yet been defined. Exploratory efforts are being made in these areas:

1. Group vocational counseling: Extensive vocational workshops exemplified best to date by the Seven College Vocational Workshop effort.

2. Individual counseling: Individual academic counseling exemplified best by the Minnesota Plan and spreading rapidly to colleges and universities throughout the country.

3. Locally oriented vocational guidance and individual placement: Here the educational institution has a new challenge to its traditional role. To the employer, the college is a resource for particular personnel needs, and the college placement office is a reservoir of information about the recent graduate. The mature woman, however, poses a new challenge: in order to be of service to her, her college placement office must take the initiative in surveying and identifying local employment opportunities as well as the current qualifications of the prospective employee or volunteer. Therefore, the college that offered mature women orientation, continuing education, in-depth vocational/academic workshops, and individual counseling must now decide how far it is able and willing to go in meeting her placement needs.

The University of Pennsylvania, under a Carnegie grant, is currently exploring and developing part-time employment opportunities for women in Philadelphia. Certainly this will serve as a sound basis for the University's program of vocational guidance to women who reside in Philadelphia. It may lead one step further and give rise to an active

placement service for alumnae -- including both former undergraduates and continuing education students -- who seek part-time work. In so doing, it would not only speak to a need of many women, indicated by the trend toward their view of education as a vehicle to productive employment, but it would serve to keep the employment survey up to date through active referrals and records.

In these three areas -- the undergraduate, continuing education, vocational-academic guidance and placement -- there is no lack of concern and imaginative thinking about ways of dealing with the problems faced by women. Again, however, there remains a need for sharing among all institutions the experience of the comparatively few pioneers. This Catalyst proposes to do.

REPORTS ON CONFERENCE DISCUSSION GROUPS

ON-CAMPUS ADMINISTRATIVE AND ACADEMIC EFFORTS TO REACH AND MOTIVATE THE UNDERGRADUATE IN LIBERAL ARTS

Helen B. Schleman, Group Leader

The problem for discussion in Group I was "on-campus administrative and academic efforts to reach and motivate the undergraduate woman." Restated a little more specifically, we assumed that young women on our campuses need:

1. specific, well-documented information about the changing life patterns of women -- including particular emphasis on the probability that they will be working outside their homes for a good many years, and
2. that we need to help them develop a personal motivation toward and a feeling of personal responsibility for the fullest possible development and use of their intellectual capacities. They need encouragement toward intellectual commitment.

We agreed that young women need this information and this personal motivation for long-term planning of their lives, for eventual maximum usefulness to their families and society, and for their own self-fulfillment.

Really under the joint heading of administrative and academic effort comes the over-all policy or commitment of the institution to take an interest in and work on the special problems in the education of women. The importance of public statements by top administrators of their interest and concern in this area cannot be overestimated. The fact that men such as Vice-President Heyns of the University of Michigan, President Harrington of the University of Wisconsin, and Dean Steinberg right here at Margaret Morrison Carnegie College are on record publicly as recognizing that there are problems in the education of women and that their institutions intend to do something about these problems is paramount. This, in itself, gives work in this direction respectability in the eyes of the academic world of men administrators -- presidents, vice-presidents, academic deans, and department heads -- that nothing else can give.

Our group believes that institution policy ought to call for conscious effort to appoint some women, at least, to important administrative and academic posts on the campus where they not only would perform their

professional work, but they would also serve as models for students. As models they would play an important role in the motivation of undergraduate women -- they would be visible symbols that intellectual achievement by women earns respect and affection -- that it is appropriate and acceptable for girls to aspire to achieve in intellectual areas. For the young men students, faculty women might serve to demonstrate the point that intellectual achievement is not entirely a masculine accomplishment -- and that intellectually-oriented women can be awfully nice and attractive.

An over-all institution policy of concern and willingness to act to meet the needs of undergraduate women would include financial support for well-conceived efforts directed toward this end. That is a fairly brief statement of a mighty important item.

Academic efforts to provide young women with needed information and to inspire them to maximum development and use of their intellectual capacities can be, and in many cases are, both formal and informal.

In the formal category are credit courses such as the Honors Seminar on The Role of Educated Women in Contemporary Society offered here at Carnegie Tech under the direction of Dr. Gold, Assistant Professor of Economics and Social Studies. This you will note is an elective elite course for honors women. Another example is the required freshman course at Colorado Women's College called Dynamics of Human Behavior under the direction of Helen Brush. And still a third example is the basic course in the Home and Community Division at Stephens College, The Contemporary American Woman, directed by Mary Lou Purcell. Academic courses of this sort should certainly consist of solid academic content as they normally would when sponsored by a regular academic department of sociology, economics, or psychology, for instance. Field work in academic courses also serves a real purpose in motivating young women to prepare themselves for employment in the special area of experience.

Perhaps some place between the formal course presentation and the informal fireside sessions in the living units which utilize faculty talent is the contribution that can be made by the academic adviser or counselor. We may rapidly be getting to the place in the large universities where the only faculty member that a student must come into personal contact with is the academic adviser who must approve his schedule. Our group felt (1) that this corps of faculty members had to be convinced of the importance of talking with women students personally about their long-term plans; (2) that the advisers themselves needed to be aware of the probable future pattern of women students' lives; and (3) that the academic advisers,

in turn, would have the opportunity, could, and should talk with women students about the importance of long-term, even though part-time, intellectual commitment throughout their childbearing and child rearing years. "Keeping their hand in" would help them be ready to use the time constructively and satisfyingly that they would inevitably have available in the last half of their lives. This, of course, means in-service training of academic advisers to alert them to the special problems and patterns of women's lives. It was the general feeling of the group that academic advisers needed to be given time and pay for this important job.

Informal or extra-classroom efforts: There is, of course, an infinite variety of ways to give undergraduate women information about their future needs and to motivate them toward an intellectual commitment so that they will be maximally useful in rearing their families and to themselves and society in later life.

Forums for the Future centered in living units or academic departments or various student activities are possible in great variety. Faculty members and visiting discussion leaders are both useful in this sort of program. The campus newspaper, the alumnae magazine, and all campus media including student operated radio stations and university radio and TV stations, as well as local ones, are all useful. Letters from the university in the summertime are generally read by students better than materials given to them during the hectic rush of campus life. Letters both to students and to parents which discuss the whole matter of the education of women are probably useful. Reading lists designed for various groups, for both campus and summer reading, are also helpful.

Group I tried to identify certain specific problems which we thought needed to be attacked headon. We felt, in the main, that these problems were problems of attitude. We believe that the long cultural heritage of our people is responsible for the traditional attitudes of both men and women in the area of the appropriate role of men and of women. Specific attitude problems were listed as follows:

1. Lack of appreciation on the part of men students of the probable life patterns of women and the need of women, as well as of themselves, for meaningful involvement in work that challenges their interest and capacity. We feel that young men especially need to understand that their wives will have considerably more time available for stimulating intellectual work after childbearing years are over and children are out of the house in school all day. It is important to them as well as to their wives that mothers be prepared to use their time satisfyingly when children are grown.

2. Lack of motivation on the part of women students themselves who do not recognize that intellectual achievement is rewarding in a personal and social sense. We believe that the lack of motivation is very directly connected with the almost universal lack of expectation on the part of parents, faculty, male peers, and perhaps counselors in every area except home and family. Practically no one expects women to produce intellectually as they expect young men to.

3. The attitude of faculty themselves. There is some indication that college faculty both unconsciously and consciously feel that it is more worthwhile to teach men than it is to teach women. This attitude is sometimes expressed by calling attention to the few women in a class in a joking, flippant manner rather than in any manner which would indicate that intellectual achievement is expected. This attitude is sometimes evident in the distribution of graduate fellowships based on the belief that men will produce more and return more for their fellowships than women will.

There were other problems that were not strictly attitudinal in nature. For instance, if a new course is to be introduced on a campus, it usually has to be approved by a faculty committee and by perhaps the whole faculty. Faculties are, by nature, reluctant to introduce new courses until they are completely convinced of their value. Another problem is, of course, to assure the kind of stimulating teaching that will really spark intellectual excitement and commitment. This is a problem often because of the emphasis on research and publishing instead of on teaching, as such, when promotion is considered.

Group I felt that there was much useful research that could be done to throw light on the whole area of the education of women. Specific research in attitudes of men students, women students, and faculty on various beliefs, prejudices, and ambitions might be very useful. Motivation is a field for exciting research and experimentation. As a matter of fact, the group felt that every specific method used should be researched in order to determine its efficacy. It will take research experts to design effective kinds of research which are needed if the whole enterprise is to proceed intelligently.

Group I wanted also to mention the problem of giving information to and motivating young women who are actually on the campus but are not a part of it academically. We refer to the large group of student wives present on almost every large co-educational campus. There are literally hundreds and hundreds of these young women who are perhaps living in university housing but who are not presently enrolled in any academic work. For the most part, they are either working full time to assist their husbands to get an education or they are at home with small

children. We all felt that the universities need to pay attention to this group both for the sake of the young women themselves and for the sake of the men who are their husbands. The universities could consider perhaps giving reduced tuition to the wives of students in much the same manner that they now set reduced prices for athletics or other entertainment for them. Universities need also to offer classes at hours when these young women might be free to attend them such as evenings and Saturdays when the husband might be free for babysitting. This is a whole special area that needs particular study and development.

Participants in Discussion Group I

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ON- AND OFF-CAMPUS EFFORTS TO OFFER INTELLECTUAL
STIMULATION AND DIRECTION TO GRADUATES DURING
THE EARLY "FAMILY YEARS"

Louise Cain, Group Leader

Group II considered on- and off-campus efforts to offer intellectual stimulation and direction to graduates during the early "family years" -- 25 to 35. We assumed we were discussing young women not employed outside the home; not registered full time at college; and not in a position to do either.

What form of intellectual stimulation is needed? What kind of women are they? Some college? No college? How can we help them to achieve a greater personal fulfillment? Through academic programs on our campuses, or other campuses, or vocational (occupational) training?

This led to a discussion of the basic question: Are you (and is Catalyst) interested only in vocational (occupational) achievement; dedicated to the premise that development of the total personality can only be achieved by a paycheck? The consensus was that this idea is obsolescent in a society which is concerned with the immediate problem of developing an intellectual personality that can find fulfillment in "leisure" time too.

So we broadened our concept of supplying intellectual stimulation and direction to women who we placed in five categories:

1. Those who will find greatest intellectual fulfillment and become, as the New York State University asks them to do, "all that they are capable of being" by continuing to study with a zest for learning for the sheer joy of it.
2. Those who will find it in service to others on a VOLUNTEER basis.
3. Those who find it in a paid employment category.
4. Those who will find it in stimulating and raising the intellectual level of those with whom they find themselves involved: their friends, neighbors, etc., and
5. Those whose intellectual stimulation and direction is found in the creative arts -- literature, art, philosophy, etc.

I shall come back to each of these.

We then considered programs to meet these varying needs: some already in operation and some suggested fields for planning and action on and off campus.

In each category, though, two real needs were noted as essential for achievement:

1. the need to motivate undergraduates to want to continue their education and
2. the need for extensive counseling services both on the campus and beyond.

Let us go back to the five categories of women. Considering those with a zest for learning, we discussed several negative points as guideposts for positive action: Part-time students are not accepted on many campuses; financial aid is not available to part-time students; and many areas are beyond any available programs.

Each of these pointed the need for vast additions to existing programs for the part-time graduate student: mobile college sessions such as Tulane University alumni carry on; extension programs for rural areas; more short-term courses on campus with study work load carried on at home -- like the Goddard program; elimination of long-term residence requirements for degrees; programs for financial aid for part-time students, etc.; extension of alumni college programs, such as Oakland University and the Seven Women's Colleges, and Western Reserve non-credit series. It was felt that there is ample material available for dissemination in this area, i. e. book lists, lists of courses, etc., but getting this information to graduates is an area for work. Counseling again reared its head. Alumni magazines can serve here too.

In the category of those desiring to do volunteer service, it was pointed out that colleges can aid in this area. The Radcliffe advertisement asking for volunteer work to do was cited. It resulted in unearthing the need for volunteer help in research projects. After training periods college and alumni groups could aid in opening up new areas of volunteer work of an intellectual nature -- for example, the tutorial projects in Philadelphia and San Francisco now need volunteers to tutor slow children in minority groups and/or culturally deprived areas. Fairleigh Dickinson is undertaking a program with the Junior League establishing a referral center for volunteers -- graduates desiring to volunteer their

services can come to the center for information on discovering opportunities for challenging volunteer service -- e. g. setting up a Fine Arts Counsel in an area. It is envisioned as a nucleus of volunteers of professional competence in many areas.

In the category of vocational/occupational courses, it was felt that the area of short-term, concentrated programs (noncredit) to cover a field in depth have been developed to a high degree. The Institutes and workshops from five-day ones to a summer session, while they may not be available to all, are more available than many other types of academic courses. In many cases, these may be subsidized, so it was felt that not much discussion need be given to new areas of programming. These answer the need for the person with a goal -- more or less immediate -- of employment in that field.

In discussing the pilot-light idea: noncredit courses orienting the graduate to long-range planning, we hedged. Generally, we felt this program should be considered for all ages. We considered adult counseling programs similar to the Simmons College program and the one in Great Neck, New York, (ones with a close tie-in with college programs) as real contributions in this area.

Parenthetically, it was suggested that Catalyst undertake a survey of the prototypes of programs being carried on in this area and the kinds of things being done.

We spent some time discussing the need for adequate counseling: first, for undergraduates -- outlining long-range possibilities for study at their own and other colleges; second, for graduates to present the wealth of material available concerning all colleges, institutes, etc.; and third, we heartily approved the New Jersey plan pending at the moment -- counseling on a county basis and on all educational levels.

It was felt that alumni magazines can perform a worthwhile service in this area. Mt. Holyoke's "Do You Want to go Back to Work?" was an excellent handbook inserted in a recent Alumnae Magazine. Alumni college programs on campuses should be opened to allow non-alumni near the campus to participate.

The central agency, "Editorial Projects for Education," which supplies hundreds of alumni magazines with one article of national significance each year should be urged to assemble one on "Continuing Education" for distribution nationally. This could be a valuable listing of on- and off-campus opportunities for intellectual stimulation and development not just to the age group we discussed but to all women interested in achieving greater personal fulfillment.

We did not separate the means of stimulation for our fourth and fifth categories, for we felt the same principles were involved in aiding them as were suggested for categories one and two. We did take the stand, though, that doubtless those creative souls in category number five may well do far more for mankind than all the rest combined, and that their needs on a high intellectual plan should never be overlooked.

Participants in Discussion Group II

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CONTINUING EDUCATION FOR CREDIT: OFF-CAMPUS COURSES

Eunice C. Roberts, Group Leader

Since there is an extra half-minute, may I quote the inscription carved in stone around the entrance patio of this building:

To make and inspire the home; to lessen suffering and increase happiness; to aid mankind in its upward struggles; to ennoble and adorn life's work, however humble -- these are woman's high prerogatives.

To set the stage for the discussion to follow let me read a part of my letter of instructions:

Assessing the degree to which home-study materials (correspondence courses, programmed self-instruction, directed reading lists, audio-visual materials, television courses) successfully relate to on-campus courses; whether they are of sufficient quality and quantity, in content and continuity to enable the housebound or far-distant alumna to complete college courses at home. What consideration has been given to the use of home-study material supplementing part-time class work, thereby eliminating some of the problems of course scheduling and time limitations for the family woman? The possibility of a national directory for all home-study courses, to be available to all colleges for use in advising their alumnae and as an aid to reenforcing and facilitating Continuing Education programs throughout the country.

Discussion was wide ranging and "free wheeling." This report will attempt to bring out high lights, in a few cases to report some conclusions, but in most cases just to reflect questions identified as important.

There was long discussion on "home study." This was interpreted to mean much more than correspondence courses, although they were involved in much of the discussion. It should be clearly stated at once that commercial correspondence courses were not considered at all in the group's discussion -- only correspondence work offered by colleges and universities.

Many questions were raised. Are there subjects that can be particularly effectively studied through home-study programs? Are there subjects which can only be done effectively on campus? Are there possibilities of combinations of part-time on-campus and part-time home study? How can problems involving difficulty of access to suitable and sufficient reference materials be solved? How great is the loss to the learner when there is no personal contact with professor and fellow students? Can the student achieve realistic self-evaluation without help through conferences?

The group reached a consensus on the following statement:

We see the following ways to improve the home-study programs offered by colleges and universities:

1. Provision for initial and continuing guidance of the individual's total educational goals.
2. Provision for contact of home-study students with other students and faculty. This is necessary for realistic self-evaluation for continued motivation.
3. Provision for periodic evaluation of home-study programs and recommendations for new fields of study.

The group felt strongly that there is necessity for re-evaluation of all institutional correspondence-study programs. This should lead to suggestions for inclusion of new courses and for deletion of "deadwood." There should be periodic evaluation of home-study plans by institutions, as well as across the nation. The recently announced grant for the American Council on Education study of correspondence work was mentioned. It was generally thought that not enough is yet known about the nature of this study to be sure that it will do the (perhaps revolutionary) evaluation and revision that need to be done.

The question was raised as to whether there ought possibly to be separate accreditation of home-study programs since probably they are not always thoroughly evaluated by general institutional accrediting teams. Probably no consensus can be recorded concerning this point.

Clear need was felt for more than just a listing on a national basis of home-study plans available. Classification and some description of courses available was considered important.

At least one member of the group felt vigorous exploration and discussion should be undertaken concerning the possibility of granting college degrees without any campus residence. This is done on a basis of sound academic standards in some European countries.

The possibility of using college students as teachers, tutors, or coaches for home-study programs was proposed. The advanced undergraduate campus student might undertake some such responsibilities off the campus, possibly for small groups within residential neighborhoods -- block courses of perhaps three, four, or five women. This might help the women solve "babysitting" problems and might be used as a supplement to independent home study. It might also stimulate some college students into an interest in teaching. The college student would be teaching the adults in a course in which he would be currently enrolled on the campus. Credit might be established for the adult through preparation of the same written assignments and by the successful taking of the same final examination the campus student would take in the course. Experimental summer internships might be tried in preparation for a project such as this.

The importance of guidance at all levels was underlined. This should include preparation of the campus undergraduate woman for possible future study. No home-study program should be undertaken without counseling, evaluation of the individual applicant, and long-range planning to meet her needs.

It was felt that a good preparation for future independent study would be more emphasis and experimentation with independent study while the woman was still a regular campus student. This would be good preparation for future independent study. It might motivate the woman college dropout to continue education via home study.

Institutions should develop ways to motivate college dropouts to maintain interest in academic study. Alumni associations might be useful in this connection. Mailings could go to all former students (not just holders of degrees). Reading lists might be circulated. New curricula might be described including detailed descriptions of courses. At least one member of the group felt course syllabi should be made available. A Catalyst agent on campus could prepare a considerable variety of material for circularization to ex-students.

There might be a nationally prepared academically oriented leaflet which could be made available to all institutions for insertion in alumni publications.

It was suggested that institutions might undertake training volunteers in communities for use as counselors for adults seeking further study opportunities. An institution might thus develop a corps of competent counselors scattered over the area of its clientele -- counselors who would be specifically trained to help adults evaluate their own possibilities, develop study programs, and to provide full information about opportunities for study. This might be useful in organizing interests that already exist for further education.

Many new mechanical developments have probably not been fully explored. Educational institutions may be about to lose untold opportunities by not taking advantage of the possibility of securing ultra high frequency television channels. It may soon be too late to secure allocations.

New courses available in full on tape may revolutionize educational television. Equipment is now available in a price range making it possible for individuals to own. Possibilities in this area may well be far greater than is now foreseen.

Catalyst might consider possible establishment of telephone seminars.

The group felt that in general commercial television as we have known it up to the present probably has limited value in Continuing Education. Its value is related to the interests of community cultural organizations.

The full possibilities inherent in closed-circuit television have probably not been sufficiently exploited.

Can education in some way offer help to women in raising children and handling problems which occur in the home? Is this really a part of Continuing Education?

As the session drew to an end, the group returned to further discussion of basic values -- a point which had been touched upon from time to time throughout all our deliberations. It was said that the purpose of education is fulfillment -- whether for participation in community, self-satisfaction, or partnership in the destiny of the world. Women are regarded by many as the guardians of society's values. What role are they playing, for example, in integration in education? In at least some communities their actions have been to hamper rather than help. Has Continuing Education any responsibilities in this area?

Participants in Discussion Group III

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CONTINUING EDUCATION FOR CREDIT: ON-CAMPUS AND EXTENSION

Virginia L. Senders, Group Leader

Group IV, in its afternoon meeting, discussed four major theoretical issues in relation to on-campus and extension education. It discussed five practical problems during the evening meeting, including one which it had, itself, illustrated when it convened for the first time in the afternoon. Let me tell you about that one first.

It seemed reasonable to ask people to introduce themselves before we set about the business of selecting a recorder. I suggested, unwisely as it turned out, that each person really tell us a little bit about what he was doing and about his particular interest in the subject matter of this conference. The exchange of information that came about during the series of introductions turned out to be for the participants one of the most valuable aspects of the whole discussion. The introductions generated questions, the questions produced answers, and the answers in their turn were the stimulus for more detailed and specific questions. The opportunity to learn firsthand the mechanics of somebody else's program or operation was welcomed and utilized even though we have no official record of it. This exchange demonstrated the practical problem that we discussed briefly in the evening: The need for more and better communication among those striving to meet the needs of the nation's mature women students.

The theoretical issues that we discussed were four:

1. What is the nature of the clientele with which we are concerned? Who are the women and how many of them are there? On this subject we reached the conclusion that we are concerned with many groups whose numbers we could scarcely estimate. We are concerned with the women who are already on their way to the nation's institutions of higher education. These women include the dropouts of yesteryear, the women who have never been to college but are ready to start in their maturity, women who have graduated from college some time ago, women who have had graduate training, and perhaps women who have had specialized business or professional training. We are concerned with the women who definitely want to earn degrees and who are interested primarily in course offerings for credit. We are also interested in meeting the needs of women who do not intend to work for degrees but who desperately need either intellectual stimulation and revitalization or professional updating without the tangible reward of credit. We commented on the similarity of this clientele to the group of military officers retired in the prime of life.

It is not enough, however, to meet the needs of those who come to us and make specific requests and demands of us. We have a larger job to do -- a larger clientele to reach. In the cities and the suburbs and in the rural areas of our country there are women who belong in school but who do not know that they belong there. There are women who belong in the labor force. There are those whose commitment to nonpaid activity is sufficiently great that it deserves further education. These women too must be reached. They must be reached with information about the willingness of institutions of learning to respond to their needs. In the long run, and across the nation as a whole, our task is not only a task of meeting needs but of changing attitudes. Our job is to support, strengthen, and nurture the attitude change that has already begun. We must help adults, male and female, to recognize the necessity and the availability of life-long education, and to accept the role of student as readily in their maturity as in their youth.

2. The second theoretical issue to claim our attention was the most important. This is the question of priorities. We discussed this question with respect to many different dimensions and in many different guises. When we talked about other issues, we often found that they brought us back again to the basic question of priorities. In defining our clientele we have said in effect that our clientele consists of mature women who want to be in the institutions of higher education and mature women who do not know they want to be there but ought to be. That is a large number of mature women. The large number comes at a time when there is no slack in the American system of higher education. The fall of 1964 will be called the Fall of the Boom. This is the year when the babies born after the war at last reach college age. No longer are we dealing with predictions, but with the swollen tides of applications already piling up in the admissions offices across the country. New colleges are opening and old ones are expanding, admissions standards have already been elevated to levels of rigor perhaps undesirable, but we are beginning to witness the failure of well-qualified young people to find places for themselves in the nation's system of higher educational institutions. And yet, to these institutions, already stretched to their upmost capacity and unable to meet the responsibility of educating the newest group of recent high school graduates, we would add the further responsibility of educating untold numbers of mature women. Obviously, there will be some difficulty in accomplishing this.

First things should come first, but who is to determine what things are first? It is usually assumed that the principal job of our colleges and universities is to meet the educational needs of young full-time students. This assumption deserves examination. Why should we consider it more important to educate young people than older ones? Why is it more

valuable to educate full-time students than part-time students? I will offer to defend here a position intended to be provocative if not downright provoking. Let me first, however, identify it as my own private position rather than that of the group as a whole. I would propose, at least for the sake of argument, that in a case of forced choice, priority should go to the young man and to the older woman. The basis of this assignment is simple: I regard education as an economic investment. I believe that the return on the investment is greatest and most probable for men among youth and for women among mature individuals. Dean Steinberg has already referred to the second-class scholarship of able young women in his classes. These women don't seem to do the kind of job that they are presumably capable of doing. I submit that this is in large part because every decision made by a young woman, every plan for the future, carries with it a burden of uncertainty -- a qualifying final word "unless." A young man, even if he is uncertain of his vocational future, knows that he himself will have a high measure of control in shaping that future. The woman's vocational future is much more highly dependent upon the man she marries. Until she knows who that man is to be and where his paths will lead them both, she can make her plans only tentatively. Steps toward a tentative goal are likely to be less than forceful and determined strides.

The mature woman, on the other hand, has no such halting character to her pursuit of education. The major questions in life have already been settled for her. Not only does she know who her husband is and where his steps will take her, but her children have already embarked on their own roads in life; she is geographically settled; she knows the nature of her mature interests (often different from the interests of her youth); and she is ready now to progress at a realistic rate toward a goal she views as important and attainable. And generally speaking she does very well indeed. Furthermore, the knowledge that she gains can be used and augmented immediately, rather than after ten to fifteen years of obsolescence.

Like the rest of you, I hate to see the day come when our facilities are so limited in comparison to the demands upon them that we are forced to make this kind of choice. I should hate to see a college student body composed of men of seventeen to twenty-one and women of thirty to forty-five. Yet we must either face this question of priorities and arrive at rationally based, decision-making procedures for assigning them, or we must eliminate the necessity for making such choices.

We can go much farther than we have toward doing this latter. Without any discussion of the mechanics, for this was not within our province, our group enthusiastically and unanimously endorsed the idea of further exploitation of home study programs, educational television, and

the further development of programs of proficiency examinations. I should add, however, that several members of the group, while expressing support for developments in the home-study area, nevertheless emphasized the importance of a certain amount of on-campus study, of laboratory experience, and of association with a community of scholars. It would be disturbing to think that the people and things of a college have no effectiveness at all.

We believe that extension education is already committed to the principle of educational service, of meeting the needs of a large and varied population wherever its members come from, whatever their ages, and whatever the rates at which they can progress. We hope that ways can be found to convince the administrators and the faculty members of our universities that neither extension teaching nor extension study is in any way second class. In the long run, expanding educational opportunities for mature citizens will help to ease the shortage of faculty members, since many of these men and women may themselves assume responsibilities for college teaching.

3. A third aspect of our discussions centered around academic credit and professional standards. These were really two separate but related topics. How important is academic credit? To whom is it important? Why is it important?

Academic credit is important to many people for many reasons. Education is expensive, and credit is the tangible evidence of the value received. Credit is important for the woman who seeks future employment, for credit implies accomplishment and hence, educability. Educability in its turn has often come to mean employability. Thus credit is often important for the very practical reason that it can at some later date be translated into dollars and cents. Many of the older women now back in school, studying for the love of it, are also studying in preparation for the assumption of the role of supplementary wage earner. Credit can be important too because adults, like younger people, live in a world of competing pressures. In the competition for expenditure of time and effort a conviction of seriousness that can be communicated to others is lent by the knowledge that a course is being taken for credit rather than just "fun." Obviously, too, the student who is preparing to assume professional responsibilities may need academic credit in order to meet official requirements. The importance of such requirements led us into a discussion of what our role as educators should be when faced with unrealistic or inappropriate professional standards. Most of us have seen situations in which a person (most often a woman), actually qualified to carry out a job, was barred from performing it by rigidly interpreted professional standards. As educators we should

question whether our role is merely to set about the business of helping people fulfill these requirements or to work with the professional organizations and accrediting agencies in encouraging them to modify, relax, or make more flexible and realistic their standards and requirements.

4. Finally we addressed ourselves to the question of integration or segregation. We were not discussing race or sex in this case but age. Do adult learners have different instructional needs from younger students? Should they be treated as regular students and assigned to regular classes, or should special courses, special classes, and special teachers be developed specifically to teach them?

Is the teaching of adults essentially different from the teaching of younger students? Many discussants felt that it was and argued that adult students could learn in a few weeks what younger students devoted a semester or a year to. Others replied that the younger students spent the semester or the year on the subject because that was the only form in which the course was offered to them. Given a choice they could, and often would, prefer to learn the same subject matter in less time. Those who supported this point of view argued that younger students deserve but do not always receive good teaching -- the best teaching -- and that this too is what the adult student needs. He may, however, be somewhat more vigorous and audible in making his demands known because of his maturity and status in life. An entirely different argument for integration was made by the educator who said that extension courses are often pedestrian. The mature woman deserves the stimulating kind of intellectual exchange that takes place in good undergraduate courses but seldom in extension courses. Nevertheless, adults bring a different background of experience to their study and a sense of immediacy to their requirements. In some cases, too, they experience an initial panic reaction so that they are not comfortable in a group composed largely of younger students. While many in the group recognize the benefits of the cross-fertilization of ideas achieved when younger students mingle with more mature and experienced ones, we also recognized the value and desirability of "bridging" courses to enable the mature woman, unsure of her abilities and rusty in her knowledge, to start her academic career with a group of her own peers.

We asked not only about the justification for separate classes for adults but about the justification for a separate division for providing evening classes. Why should a college or university not simply operate as a single administrative unit from eight in the morning until ten at night? The answer seems to be that the justification for separate evening divisions lies merely in the existence of these divisions. What exists is easier to maintain than to change. If this is our only justification, it deserves reevaluation.

Discussion in the evening turned to practical details of implementation, but each consideration of a practical problem brought us back to the theoretical basis on which decisions were to be made. Once again, the question of priority arose. What were to be our admissions criteria when we compared the application of a mature student, long out of school, with a recent high school graduate? How should these criteria be reflected in the structure of fees, in the awarding of scholarships?

We discussed the numerous hidden obstacles that make rough the road of the returning adult student. In one university a fee for incidentals places a severe penalty on the part-time student. In another, required orientation sessions, designed to meet the needs of the seventeen-year-old freshman, waste the time of the mature student who will be little concerned with the activities discussed therein. Admissions procedures may be so frighteningly complicated that the woman who would like to try her wings before committing herself is discouraged and fails to start at all. Required physical education can be waived in most institutions for adult students, yet this fact is not always known. A careful search of a college catalogue may reveal a series of such obstacles that can be changed without a foundation grant, and in fact with no additional expenditure of funds at all.

Communication is always a problem and probably always will be. More is going on, more is available than any of us know about. More opportunities confront the would-be learner than the would-be learner can readily find out about. The group affirmed the value of any form of publication or directory which would make the availability of on-campus and extension study known but recognized the difficulties inherent in preparing such summaries. A great strength in American education is its diversity, its plurality. But this same diversity and plurality means that different kinds of institutions can scarcely speak the same language, answer the questionnaire, or be listed in the same publication.

The job of educating the public is difficult but necessary. The job of educating one another is just as necessary and perhaps not quite as difficult. Our group explored possible roles for Catalyst in this area. We discussed the desirability of having another newsletter on women's education and wondered whether Catalyst should attempt to supplement the newsletter already being published by the AAUW. We reached no conclusions about the role of Catalyst as a coordinating or information processing agency, but the group did affirm the worth and importance of Catalyst. By its very existence, with its impressive board of directors, it serves an important function as a visible organization committed to new values. A catalyst facilitates change; Catalyst, in addition, is a symbol of the cultural change that is now in process.

Participants in Discussion Group IV

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CONTINUING COUNSELING: ACADEMIC AND VOCATIONAL, AND RECIPROCAL PLACEMENT SERVICES

Margaret F. LeClair, Group Leader

Group V proceeded in terms of certain basic assumptions:

1. That there is a clear and present need for counseling and guidance services for the mature woman, as evidenced by the large response to such opportunities as are currently (and relatively recently) offered.
2. That, for the college graduate or the woman whose undergraduate program has been interrupted by marriage or other factors, institutions of higher education are a logical place for this service to be performed. In our colleges and universities the opportunities for continuing formal education are present; and furthermore, academic, personal, and vocational counseling can be integrated with placement in jobs.
3. That, although probably more colleges and universities are engaging in continuing guidance of women than is generally known, the need far exceeds the opportunities now available.

It soon became evident in our discussion that institutions offering continuing guidance programs for college graduates inevitably become involved with women who have started, but not completed their baccalaureate degrees, and occasionally with some who have not attended college at all. This means, by and large, that unless the institution is also willing to make adjustments in its educational program for these women, the guidance program dead ends in an impasse. Admissions procedures, forms, and requirements must be adapted to the older woman. Provision must be made for part-time loads, adjustment in residence requirements, exemption examinations, etc.

It became equally clear as we talked that once a college or university offers continuing guidance service, a great many women will appear in the counseling office who are either not qualified or do not, at least immediately, wish to enroll for course work. The woman who comes for an initial interview thus may want advice on a wide variety of matters, some of which can be handled by appropriate referral to other agencies. But these initial interviews take time and knowledgeability.

Then the question arises, "What are we counseling women for?" To assume that our ultimate aim is to get all women who seek advice into paid employment is a serious mistake. Some need to be directed away from such a goal, others encouraged to pursue it. Here we get back to the individual's personal qualifications, education, experience, and potential. The range extends from the woman who should be encouraged to remain home-centered, despite growing pressures of society in the other direction, to the woman who should be encouraged to engage in unpaid volunteer service, to the woman who should be urged to establish herself firmly in a profession, to the woman who should study and learn for learning's sake.

Unhappy case histories of women attempting to re-enter college through the admissions channels set up for regular students indicate that many of them encounter red tape, roadblocks, and frustration. This points up the need for a locus of responsibility for interviews with such persons -- a person and/or staff to whom they may go first before becoming entangled in the actual admissions procedure.

The question that naturally follows is what the educational background and competencies of this person (and members of her staff) should be. Ideally, she should have training and experience in counseling. On this base, she must build thorough knowledge of the procedures and resources of her own institution and how they can be adapted to the mature woman. In addition, she must be able to assess the potential in relation to the desires of the particular individual being interviewed. This may often involve referral to other resources within the institution or to outside agencies. Decision as to the woman's ultimate goal may need to be preceded by a period during which the woman, through formal course work or field experience, explores possibilities and, as in the case of the ordinary undergraduate, "finds herself." There was a consensus that opportunity early in her proposed program of studies for field experience, either as observer or participant, in the profession she is considering is probably more important for the older woman than for the girl of usual college age. The former can ill afford lengthy preparation for a career which turns out to be unsuitable.

The group believes very strongly that continuing guidance programs for mature women should include vocational guidance, of course, but that their chief purpose is helping the woman fulfill her needs and solve her problems. Therefore a wide spectrum of solutions in addition to paid jobs must be at hand. The business of continuing guidance is not directly to recruit women for particular professions, or even for any profession at all, though this may be an important indirect result.

However, the vocational aim is often part of the picture. This means that the counseling staff must have detailed and specific knowledge of areas in which shortages exist, realistic information as to the relative ease or difficulty with which women can enter and advance in these areas, employment opportunities, and policies in regard to women in the local area, the feasibility of combining a particular profession with family responsibilities, the costs involved in the woman's job in time, money, and effect on family life. That monthly paycheck may represent a net financial loss. The counseling staff also needs complete information in regard to educational and other institutions in the local area as well as on the national scene which offer the kind of training the woman may require.

The group further agreed that counselors must often restore the woman's confidence in her ability to learn at her age, whatever it is. The myth persists that mental powers begin to atrophy at about age twenty-five. There is also the problem of allaying feelings of guilt the woman may have. We have set up a series of cross currents of guilt in our society with the result that a woman can find reasons to feel guilty whatever she does -- whether she stays at home or takes a job; whether she goes back to school, or whether she doesn't. Hopefully, then, the woman counselor would be a person who has herself continued formal learning and has had experience in combining several roles. (The term roles, as Margaret Mead has pointed out, has unfortunate connotations in this context since it suggests that modern women are merely play-acting, but for lack of a better word, I continue to use it.)

Good intentions and dedication to helping the mature woman to self-fulfillment are necessary, but hardly enough, and often constitute a present danger in that the woman may be misdirected in terms of the counselor's own life pattern or wish fulfillment, or toward meeting particular shortages in the professions.

It is rather obvious that there is an inadequate supply of counselors for mature women who have the basic psychological training to analyze motives, motivation, and personality, plus the vast fund of information required for indirect guidance or appropriate referral. Cooperative effort among institutional and community resources are therefore imperative.

The experiences of the members of Group V, ranging from the vast and highly successful program at Minnesota to the modest efforts at Beaver, indicate that the returning woman student encounters most difficulty at the admissions and initial enrollment level. Academic problems do arrive later, but not to the same degree or as frequently as in

the case of regular undergraduates. The main problem is getting the mature woman launched on a program of continuing education suited to her needs. After this initial hurdle, her motivation, maturity and prior experience tend to keep her going.

We discussed the extent to which colleges limit the auxiliary services available to the older women who are part-time students. Since, in our experience, these women use academic counseling and clinical psychology resources much less than undergraduates, colleges can well afford to extend to them all the services and privileges offered the full-time student.

Placement at the end of the training or retraining period is, of course, another hurdle. This problem, in the case of the older women as well as undergraduates, can best be solved by integrating placement activities with the entire counseling program, rather than viewing it as a separate, terminal step in the process of re-entry into the work force.

Some other aspects of the guidance program which should be stressed are encouraging husbands and wives to plan for her future together -- some group counseling might work here -- and the need for a program of study which has built into it some flexibility in types of employment to which it leads. As Dean Steinberg has already pointed out, a woman may be uprooted from her job by her husband's transfer to a community where her employment opportunities may be different.

It is important that vocational counseling be realistically based. For example, the woman should be told that virtually all professions, *either already or in the near future, will require formal education beyond the bachelor's degree.*

The group believes that long-range projections of job opportunities for women are being accepted with more certainty than the information warrants. There are variables that have not been taken into account. What will be the impact of the larger and larger numbers of students graduating from college at twenty-two, both men and women, on women's employment? What will be the effects of automation? Needs for trained personnel in the service professions -- fields that have always been attractive to women -- will doubtless increase, but technology, even in such areas as education, social work, and nursing, quite probably will transform the nature of the activities, particularly the routine ones, that women and men perform.

Beyond this, in a world of phenomenally rapid technological and sociological change, within a very few years some types of jobs will disappear entirely and new ones now undreamed of will develop.

Education even at the graduate level under these circumstances cannot prepare students for eventualities, the nature of which we cannot begin to predict. Skills and techniques quickly become obsolescent, if not obsolete. To keep up with the times, we shall have to become a nation of adults going to school. Men and women, persons now established in professions as well as undergraduates, must face continuing education, more often than not on a formal basis. Because of the discontinuity in their career patterns and their more limited opportunities for in-service training, this poses special problems for women, and hence a greater need for adequate counseling services.

In regard to reciprocal placement services, the group has the following points to make:

1. More of this, on an area basis, is actually going on than is generally known.
2. The type of reciprocity and its organization will vary from area to area. Take, for example, two instances: The University of Minnesota has a virtual monopoly as a center for counseling and referral of mature women in a wide geographical span. Boston, in contrast, has a number of institutions engaging in continuing education for women and hence counseling and placement -- Radcliffe, Boston University, Simmons, Wellesley. Already there is a good deal of informal cooperation among these institutions in referral to the appropriate program and in placement.
3. Reciprocity in placement can be arranged and maintain a sensible economic balance in mutual services performed among groups of small colleges in relatively rural areas. In New York City, however, a formal announcement of reciprocity on a national scale would probably result in an unbearable load on placement offices. Hunter College does not refuse assistance to a graduate of another college if a request is self-initiated, but an open invitation to use their services would involve numbers the staff could not cope with. Placement officers in New York City, as elsewhere, know each other and cooperate informally.

In the opinion of the group, we are far from ready for national reciprocity in college placement services, since workable patterns are tied in with local variables.

And now: What function can Catalyst best perform for colleges and universities in their counseling of women? The members of the group suggest the following services:

1. Gathering and disseminating information about
 - a. existing programs (including those not yet publicized): their philosophy and implementation.
 - b. opportunities for self-fulfillment of the individual
 1. jobs available
 2. attitudes and policies toward employment of women
 3. opportunities for meaningful volunteer service
 4. self-employment, especially home-earning projects
2. Launching a massive campaign to change the "image" of the modern woman as presented on TV and through other media. This will probably only be accomplished by infiltration of the mass media themselves. (The recent progress in enlightened presentation of the negro in advertising and TV serves as a model of what can be done.) This step is basic because so long as the prevalent image continues to meet young men and women at every turn, counselors and educators are swimming against the current and much of their effort must be diverted to "un-learning." I might add as an aside here that the spate of articles about neurotic housewives and frustrated career women is becoming tedious -- and I think dangerous. I know it is "unsound" to base general conclusions about women on one's own circle of friends, but certainly many of mine give the impression of enjoying their families. Surely some publicity about reasonably happy women would have a salutary effect.
3. Providing audio-visual materials for use by colleges, universities, and community organizations that individual institutions cannot feasibly develop or that involve unnecessary duplication of effort.
4. Coordinating community and college or university resources.
5. Developing a pool of women speakers on which organizations of all kinds could draw. They need not necessarily be famous, but should be serving successfully in varied activities.

In summary, our theme song throughout this report is that continuing counseling programs for women, to be effective, must focus on the individual's needs. The counselor must be able and willing to advise

women about the variety of services they can and wish to perform for society. Guidance at educational institutions should not be confined to or unduly emphasize vocational counseling. Other agencies, including Catalyst, are properly concerned with recruitment for the professions, and their cooperation with colleges can be enormously helpful. But guidance services begin with the woman, not with the job.

We conclude with some suggested areas for research:

1. Attitudinal: What are the reactions of mature women to the counseling and education provided for them? What are the attitudes of men and women at various ages to the employed wife and mother.
2. Outcomes: Longitudinal studies are needed about what women actually do as a result of counseling and formal education.

Participants in Discussion Group V

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COMMUNICATION AMONG COLLEGES

Felice N. Schwartz, Group Leader

How can information about the needs of women, the attitudes of society, and the work that has been done and left undone travel about and be read and heard and understood by all those who are concerned or who should be concerned? This was the subject of our group deliberations rather than the specific demands that the changing life pattern of women makes upon colleges. The members of this group, therefore, found it essential to acquaint themselves with the emerging ideas in the other five sections that were concerned with the needs of women: for early recognition of and planning for a dual role in life, for intellectual stimulation and direction, for off-campus study with a campus link, for on-campus and extension study, and for academic and vocational counseling and placement. Thus the group gained the sense of what was to be communicated that was necessary to a discussion of the "how" and "to whom."

Here are the highlights of our deliberations.

The achievement of the goals of personal fulfillment and service set by modern women depends as much on changes in the attitudes held by society -- and especially by educators -- as on the acquisition of new facilities and resources. Thus, while we must give our attention first to the goals we set ourselves, we cannot neglect the temper and minds of the people who will shape them.

These attitudinal changes depend on knowledge -- not only new information, but more, that which has been ignored or closeted in the past -- and knowledge depends on communication.

How can the college, with all its other responsibilities to the academic, undergraduate and graduate communities, cope with the complexities engendered by these special needs of women? What colleges do or do not do must be considered in the context of their multiple responsibilities: to an increasing number of young students in an enlarging domain of knowledge, to the varied educational and cultural needs of their communities, to the professional disciplines with which they may be concerned, and to the general world of scholarship. In particular, the involvement of the college with new areas of concern must be viewed in the context of its current commitments and its existing facilities and faculty. However, the problem remains centered in the attitudes of all involved.

Thus, long range attitudinal changes are essential. The needs of women must be seen clearly by women themselves and by educators directly concerned with those needs so that the educational community as a whole can become aware of the dimension of this new and significant call upon its resources. A favorable climate -- a readiness -- is a necessary prerequisite to the educational community's ability and willingness to meet these needs.

Are the materials emanating from the agencies concerned with these needs distributed effectively? On the one hand, it would seem, much material does not reach all the persons or groups concerned, while on the other, much that is distributed goes unread or unheard by virtue of its volume. Could an annotated digest -- a compendium -- alleviate this problem with communications? Many specialized groups have established excellent communication within their memberships: it is important to avoid duplication of these efforts. However, a significant contribution could be made by a clearing house -- with a central interest in the productive utilization of the talents and training of women -- if it were to serve as an agent to extract appropriate information from specialized groups that are not exclusively concerned with the needs of women and disseminate this information to those directly interested, those with whom these individuals must work, and the community at large.

What are the pitfalls that an annotated digest must avoid if it is not to represent an unwelcomed addition to the overabundant literature already in circulation? They are manifold. Certainly it must be as nearly comprehensive a digest as possible of all the forces brought to bear on this area. There is a need for:

1. Exchange, on theory and practice, for the practitioner
 - a. research briefs
 - b. conferences and symposia
 - c. references in periodicals
 - d. course offerings.
2. The dissemination of information to the policy-makers on every campus (presidents of women's colleges are already sensitized to the needs and serve as an example of special interest within a potentially concerned and influential group).
3. Communication with the educated and enlightened public including alumni/ae, parents, citizens' committees, advisory and civic groups: with professional groups (i. e., National Association of Women

Deans and Counselors), with educational groups (i.e., Center for the Continuing Liberal Education of Adults), and with related organizations (i.e., National Association of Extension and Evening Colleges).

Colleges would undoubtedly make a commitment to convey information to Catalyst and to discuss successful answers found as well as mistakes unearthed. While institutions are justified in maintaining separate mailing lists and currently find the need to do so, distribution of information through a central source would obviate the expense. There is a compelling need to exchange ideas, thoughts, program developments, and to transmit questions, clarifications, elaborations and comparisons. A national agency cannot work on a local level to meet local needs, but national and local efforts can complement and reinforce one another.

What, in addition to an annotated digest or compendium, can Catalyst, as a generating and coordinating agency, provide?

1. Special materials that might be of value to all colleges (films, vocational area descriptions, questionnaires, posters, reading lists, etc.)
2. Well conceived, broadly researched answers to widely felt needs (reports, pilot programs in areas where innovation is needed).
3. Comment on successful answers and discovered mistakes of existing programs.
4. Other communication mechanisms (traveling representative, materials clearing house, distribution center).

Participants in Discussion Group VI

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PART II: DIRECTIONS FOR THE FUTURE

CATALYST ON CAMPUS: DIRECTIONS FOR THE FUTURE

Roger W. Heyns

A. Program Proposal

The Catalyst on Campus Conference was convened in order to explore with representatives of colleges and other agencies concerned with adult education those needs that Catalyst, as an independent agency, might uniquely and productively serve. Enthusiasm, concern, and interest were manifest at the Conference. The deliberations pointed to a number of needs, problems, and possible solutions. Toward the end of the Conference discussions it became clear that the time for deliberation had passed and the time for work had arrived. The task of Catalyst, then, was to translate the indications of the meeting into a concrete program of action. The question with which it has concerned itself in the intervening period is: How can Catalyst on Campus best serve the many colleges, universities and other agencies that are planning or developing programs designed to utilize the talents of women?

Conference discussions pointed to five broad needs that a coordinating and generating agency such as Catalyst could fill. They are:

1. To provide relevant information to those directly concerned with the educational needs of women on what is being done in the educational world.
2. To provide colleges with special materials (manuals, directories, surveys, vocational films, articles, questionnaires, posters, reading lists, lists of speakers) for which there is a common need.
3. To increase awareness, throughout the college and university community and among the public, of the special educational needs of women.
4. To bring to the colleges information about personnel needs and educational prerequisites in various employment areas (starting with the fields of teaching, social work, and science).
5. To identify new directions for research and action and to work with colleges interested in initiating new programs.

Catalyst on Campus welcomes the challenge posited by the Conference. Catalyst conceives its function as that of bringing women together with educators and employers in a continuing dialogue and of creating a favorable climate in society for the productive utilization of the talents and training of women. Its activities to date in the vocational areas of education, science and social work point to the need for more extensive campus efforts directed toward undergraduate motivation, continuing education, and vocational-academic guidance and placement.

Through its vocational programs Catalyst is in constant communication with employers. It is therefore aware of many of the pre-employment training needs of women and in a position to identify those that can be met by colleges. As a result of broad coverage of the literature and of communication with those concerned directly and indirectly with the training and employment of undergraduates and mature women, Catalyst should become a valuable storehouse of information as well as a coordinator, a generator, and a co-worker. It should be in a position to serve literally as a catalyst in the interaction between women with special educational needs and the colleges that can serve these needs.

To this end, Catalyst plans specifically to:

- I. Collect information on ideas, research findings, course offerings, special programs, and employment patterns and opportunities from:
 - a. students
 - b. faculty and guidance personnel concerned with counseling
 - c. educational administrators
 - d. continuing education groups
 - e. evening colleges and extension schools
 - f. independent producers of educational materials
 - g. research groups
 - h. professional groups
 - i. the literature: professional publications, periodicals, books
 - j. symposia
 - k. alumni/ae associations
 - l. related organizations
 - m. employers
- II. Disseminate information collected from these varied sources to persons and agencies concerned directly and indirectly with the education of women, as well as to the general public, through:
 - a. a monthly newsletter
 - b. articles in appropriate journals, magazines and newspapers

- c. special pamphlets
 - d. participation in meetings
 - e. field visits.
- III. Provide special materials such as manuals, directories, surveys, films describing vocational areas, articles, questionnaires, posters, lists of speakers.
 - IV. Arrange national and regional meetings of those (women/educators/employers) concerned with the special needs of women.
 - V. Encourage clarification, extension, comparison, and perhaps most important, synthesis of current research and the results of action programs, so that the guidelines for innovative programs can be clearly outlined against a view of the whole.

B. Initial Pilot Programs

The attention of the participants in the Catalyst on Campus Conference was directed to four areas: undergraduate motivation, continuing education (with particular emphasis on the study needs of the homebound woman), academic-vocational guidance and placement, and communication. The last of these subjects, communication, forms the major substance of this Program Proposal. It is through the establishment of broad and continuing channels of communication that it was felt that Catalyst could enhance and increase needed work in these areas.

The other need that the conferees felt Catalyst could help to meet is that of identifying and encouraging the initiation of experimental programs in the areas of undergraduate motivation, continuing education, and guidance and placement. It was apparent at the Conference that one of the salient advantages of convening such a group was the opportunity for cross-fertilization and stimulation, resulting in a plethora of indications for future experimental work. Here, the task of Catalyst is to help to sort and adapt these ideas and to identify specific interested institutions that are in a position to implement, as pilot programs on their campuses, those that seem most promising. Since the Conference, Catalyst has been working with three separate colleges and universities to institute such programs in each of the three conference areas: undergraduate motivation, continuing education, and academic-vocational guidance and placement.

Because these three experiments are based on ideas derived from the group as a whole, it is anticipated that many of the participants in the Conference will be interested in adapting for use on their own

campuses those that are successful. For this reason, there has been keen awareness of the need for careful documentation of method and objective in the design of these programs, so that they can be easily transferred to other colleges and universities. It is hoped that the conferees will be active participants in the development of these programs, lending their counsel through the questionnaire enclosed here, and their continuing comment and evaluation as the pilots proceed. Variations and extensions suggested in the course of these programs may be pursued by other colleges, and those already engaged in the areas represented may incorporate some of the activities undertaken and the materials used.

The three pilot programs presented here are, of course, but a small component of the body of experimental work in which the educational community is immersed. There is no need for a stimulant to further effort, but it is apparent that there is great value in the common seedbed that Catalyst can provide and in the opportunity it can create for active communication. It is in this context that the following pilot projects are briefly described.

I. UNDERGRADUATE MOTIVATION

Responding to the needs of the undergraduate discussed in the first section of the review in this report, the University of Michigan and Catalyst will conduct an intensive program with the following purposes:

1. To demonstrate that specific educational efforts can lead to partial attainment of the following objectives:

- a. To motivate the female college student to direct her talent and education towards individual fulfillment within the context of social need and moral purpose;

- b. To stimulate the college student to think of her future realistically, to recognize that child raising will occupy only a small fraction of her adult life, and to plan for a complementary sequence of family and work; and

- c. To gain the acceptance by both sexes of the employment of women with family responsibilities whose skills are needed by this country.

2. To determine which of several alternative approaches is the most effective way of meeting these objectives.

3. To document both the experiences and the results of the project in such a way that personnel on other college campuses would have enough information to decide whether or not to institute such a program in their own settings. The documentation would include:

a. a description of the recruitment procedure and the training program for the discussion leaders;

b. a description of the recruitment and selection procedure for the student participants;

c. a description of the experiences of the students involved in the different approaches; and

d. a comparative analysis of the effectiveness of each approach.

The goal of the undergraduate program at Michigan is to clarify for girls the meaning of their feminine futures, the multiple roles and/or conflict implicit in the life of the educated woman, the function of higher education in that life. The question to be explored is: Can girls be encouraged to articulate their multi-stage futures during the undergraduate years, to develop educational and occupational plans that encompass the stages beyond the immediate post-college period?

Preliminary inquiries among undergraduates have established certain specifications for the program: To be most effective, an educative program of this kind in the Michigan setting should be:

1. aimed primarily at freshmen, with follow-up during the junior year;

2. conducted in residence units;

3. tied into other residentially located enrichment programs;

4. designed as small discussion groups, led by trained personnel, aimed at maximum self-confrontation and value exploration;

5. designed with the prospect of eventual inclusion in the curriculum as a credit course.

The following fundamental assumptions have been made:

1. Although most college girls will not make the critical decision whether or not to combine family and work until after college, they must make many relevant and important decisions early in their college

careers. These students will become more involved in and will be ultimately more affected by a program which focuses on their immediate and salient concerns -- such as whether to put emphasis on academic or social affairs, whether to become involved in athletic or cultural activities, etc. -- than on a program which emphasizes their future roles.

2. Because the struggle to establish a sexual identity is only one of many interrelated and important struggles which college students must confront and resolve, any attempt to develop a resolution to this struggle must be imbedded in attempts to resolve the other struggles to which it is related. In other words, it is relatively fruitless to focus on the struggle to establish sexual identity in isolation; if the resolution is to have any impact on the individual's decisions, it must be carried on simultaneously and integrated with whatever else is occurring within the developing person.

The following hypotheses will be tested:

1. Females who work on this and other areas of their lives without the involvement of males will not be as successful in their attempts as those who work together with males.

2. Groups which start off with a 46-hour weekend workshop will come closer to ultimately accomplishing the project's stated objectives than groups which start off from the beginning with weekly or bi-weekly meetings, even if they contain the same or similar experiences.

3. Individuals who have opportunities for frequent association with each other will gain more from being involved in a program such as this than those who do not.

The program will be started in four dormitory units, two in women's residences, two in coed halls. Each group will be limited to twenty-five members chosen from volunteers. Volunteers who are not included will form one set of controls in the evaluation of effects of the program. A larger control group will be drawn from other comparable dormitory units in which no discussion programs are housed.

Each discussion group will have two trained leaders -- one mature adult and one young adult from the junior or senior class. Although the goal of this program concerns girls' adult future planning, the discussions will focus initially on decisions and problems facing girls during the college period (e.g., the relative importance of academic and social goals in college, the choice of courses and a major field). A sample of discussions will be taped, and one group will be filmed for purposes of later leader training.

Evaluation will consist of "before" and "after" interviews comparing participants to non-participant controls (matched at the outset on background measures and on attitudes and value around femininity and feminine role conceptions) on attitudes, values, goals, conceptions of feminine roles and life stages in the senior year. The tests currently in existence which purport to measure "masculinity" and "femininity" are inapplicable here. Usually such tests contain the assumption that certain jobs are more masculine or feminine than others; this assumption reflects and exemplifies a set of attitudes which this project will attempt to change.

Beyond this effort to measure and evaluate total program effects, the proposed plan includes a systematic recording and observation of proceedings of the discussions. It is hoped that this recording (including the tapes and films mentioned previously) will aid in development of a curriculum content and lead to insight about particular techniques and procedures that are fruitful in the groups.

A number of concurrent efforts will be made to enhance awareness of the life pattern of women, i.e. newspaper articles, posters, vocational films, a pamphlet, and a great variety of speakers. Studies will be made to measure the effectiveness of these activities.

II. CAMPUS-SUPPLEMENTED HOME STUDY COURSES

The press of vastly increased numbers and of an expanding body of knowledge is forcing colleges and universities to explore and develop new methods and techniques of off-campus learning. Women's educational needs, particularly during the early family years, can be satisfied most conveniently through study at home, since their family responsibilities limit their mobility.

Home study -- be it through television, correspondence, programmed self-instruction, tape recordings, or directed reading -- deprives the student of interaction with her colleagues and of personal exchange with and guidance from the teacher. However, when a link is established between the isolated student and the campus, the former's motivation can be enhanced and the course content enriched. A supplement of this sort, therefore, can significantly increase the value of the large body of home study materials. It is with this in mind that the pilot program outlined here will be undertaken.

A completely self-contained home-study course of recognized excellence in the history of education will be offered to women college graduates residing in the metropolitan area of New York. A professor

from an outstanding college in the area will conduct bi-weekly seminars in Manhattan to supplement and elucidate the course content and to discuss work assignments. The first seminar will be devoted to a discussion of methods of study and preparation of assignments. A meeting room will be available throughout the course for the use of registrants. The objective New York State Proficiency Examination as well as an essay examination prepared by the college will be administered to measure achievement at the end of the course, and a certificate of credit will be given by the college to those who pass both examinations. Those colleges at which participants may wish to continue their studies, as well as the fifty colleges that participated in the Catalyst on Campus Conference, will be questioned both before and after the course to determine their willingness to offer credit for it.

This program has been designed to explore the effect of:

1. Supplementing a completely self-contained home-study course of established excellence with seminars at regular intervals to discuss content and review assignments;
2. Providing continuous opportunity for student interchange by making a meeting room available;
3. Establishing a campus bridge with home-study materials on the attitudes of colleges toward offering credit;
4. Comparing the relative merits of objective and essay examinations and college receptivity to each;
5. Having a single college serve the alumnae of many colleges on a fee basis either on its own campus or in a more central location where that is appropriate.

III. ORIENTATION PROGRAM: A BEGINNING

An increasing number of colleges and universities are finding it appropriate to conduct one- or two-day seminars for mature women residing in their communities who seek vocational and academic guidance. This would seem to be a logical outgrowth of the college's growing concern with the educational needs of mature women. It must make known its interest and current offerings and, in turn, it must determine what is needed from the women it seeks to serve. It has already been demonstrated that a well-planned one-day session of this sort can also offer a significant introductory academic and vocational orientation. This is but a small part of the task of helping women, whose children no longer demand their full-time efforts, to use their skills productively. It is, however, a vital first step and therefore worthy of careful planning.

Because of the pressure of time, the barriers of distance, and the lack of established channels of communication, college faculty and administrative personnel charged with the responsibility for organizing such programs do so essentially without benefit from the experience of others. An institution planning an orientation program can easily obtain information about the form used in other programs. Obtaining information about the substance of such programs is far more difficult. Likewise, a single institution can compile special materials that would be of value to such programs, but a great deal of time could be saved if these materials were collected and reproduced by one group for the use of all. It is to overcome these difficulties that an orientation program manual will be compiled.

Since the University of Washington has had extensive experience in this area, it will work with Catalyst to develop such a manual for a one-day workshop for the vocational-academic orientation of mature women. The University has conducted a series of conferences ("Women's Destiny: Choice or Chance," a regional convention of the Intercollegiate Associated Women Students, and three annual seminars titled "Spotlight on Women") drawing together the student, the mature woman, the educator and the employer, and it has designed an operations manual for its own use. Catalyst will conduct personal interviews with as many as possible of the other college and university groups that have conducted similar programs and will circulate comprehensive questionnaires to the others.

The resulting manual will present a suggested format with detailed notes designed to be of help to those who are planning similar programs. Discussions to date concerning this format point to the following broad workshop outlines:

Opening address: The life pattern of women and the feasibility of, and problems involved in, combining family with study or work at various stages; individual guidelines for career choices.

Morning session: Vocational opportunities (groups divided by areas of interest).

Afternoon session: Educational and vocational prerequisites and their availability (in groups keyed to morning session).

Evening session: Informal discussion of a reading list.

In addition, the handbook will include the following:

1. Descriptions of a number of vocational areas: the challenges, needs, methods and general educational prerequisites. (This might be duplicated and distributed with the program in advance of the workshop in order to help women choose the particular meetings they will attend during the day.)

2. A carefully compiled reading list in a single academic subject. (This too might be duplicated and distributed with the program in advance of the workshop so that participants can be prepared if an informal evening discussion is planned.)

3. A national directory of speakers who might be appropriate and available for such workshops, with resumes of their backgrounds, training and experience.

4. A list of programmed, taped and traditional home-study courses. (A copy of "A Guide to Correspondence Study in Colleges and Universities" will also be enclosed.)

5. A list of approved counseling agencies.

6. A list of regional and national directories of on-campus courses available to part-time students.

7. A form, for use by the college, to indicate participant reaction to:

a. Value of the workshop

b. Further needs:

- (1) Academic-vocational workshops in depth
- (2) Individual academic counseling
- (3) Individual vocational counseling
- (4) Placement

The one-day vocational-academic orientation program discussed above is not considered to be an end in itself. Colleges already recognize the need for more intensive concern with the special needs of women and they are exploring and instituting a variety of activities. (Catalyst will study these further efforts on the basis of questionnaires such as those submitted later in this report and through personal interviews. It will report on these in time.)

The University of Washington is now planning a variation of the Seven College Vocational Workshop with the added dimension of educational guidance. As in the case of the orientation program, the

University of Washington and Catalyst will study this and related efforts and design an appropriate operations manual if there are indications that this may be helpful.

The range of responses that the college can make to the vocational needs of mature women is described in the review of academic and vocational guidance and placement in Section III of this report. What does the trend described there -- from a desire for enrichment courses to serious vocational interest (paid and volunteer) -- posit for the future role of the college in meeting women's needs? Certainly a greater emphasis on vocational guidance, a stronger link between vocational and academic guidance, and a greater involvement with the job placement needs of women.

The college's role is confined traditionally to education and guidance, but the woman's desire for employment presents a special problem with which college vocational guidance offices are not prepared to deal until they have surveyed the employment opportunities in their own communities. Moreover, woman's predominant desire for part-time employment presents a challenge that most existing commercial employment agencies cannot meet. It involves not only the simple matching of woman to job, for such jobs do not exist in significant number, but a community-by-community education of employers to the uses of part-time employees and the advantages that can accrue from their employment. It involves, too, a documentation of successful experiences so that these can be extrapolated to other areas.

In designing the manual for an orientation program, and perhaps for an extended vocational workshop, the University of Washington and Catalyst will look ahead to other steps that are or might be taken. The University of Washington is eager to continue with plans for further pilot studies of academic-vocational problems in the greater Seattle area, and Catalyst is prepared to look closely at what lies on the other side of the threshold to which such programs will bring women.

Attention must be given to creating the means for facilitating the utilization of women's new found opportunity for fulfillment and usefulness; only when the woman is helped to find a job (either paid or volunteer) will society come close to meeting its obligation to the mature woman.

Further information about Catalyst can be secured from its headquarters at 10 East End Avenue, New York, New York 10021; Felice N. Schwartz, President. Catalyst on Campus is housed at the same address and functions under the co-chairmanship of Roger W. Heyns, vice-president for academic affairs at the University of Michigan, and Erwin R. Steinberg, dean, Margaret Morrison Carnegie College.

C. Questionnaires

There are no Conclusions affixed to this Report. Conclusions cannot be written for an endeavor which is just beginning. And while some questions have perhaps been answered, it is only to the end of pointing new directions.

A continuing conversation requires participants. As a next step towards understanding ourselves, will you make response to the following Questionnaires. They have been designed to elicit specific information about current research, activities and programs, and reaction to the three pilot projects described in this report. There was agreement at the Conference that each participant (and hopefully other educators to whom this report is circulated) would take the trouble to answer questions so that the entire group could benefit from the comprehensive view that each would have as a result of the circulation by Catalyst of the findings.

Questionnaires should be mailed to Mrs. Schwartz at the above address.

A. Questionnaire on Undergraduate Motivational Program

1. Does your curriculum include special courses designed to stimulate consideration of women's role in society? Yes ___ No ___

a. If Yes, please give title and brief description of courses.

b. Are these courses available to men students as well as women? Yes ___ No ___

c. Are these courses available to all students regardless of their major field of study? Yes ___ No ___

d. Or are they offered only to certain campus groups? Yes ___ No ___

e. In what year are these courses usually offered?

Freshman year _____
Sophomore year _____
Junior year _____
Senior year _____
Throughout all four years _____

f. Are these courses given for credit? Yes ___ No ___

By what department are these courses given?

2. Do you have extra-curricular programs designed to direct attention to the need for consideration of the changing role of women in society? Yes ___ No ___

a. Have you had special forums and/or symposia? Yes ___ No ___

b. If No, are there any planned? Yes ___ No ___

2. (continued)

c. If Yes to either of the preceding questions,
please give title of meetings:

d. Have the students held informal discussion groups
on this subject?

Yes ___ No ___

e. If Yes, please mention topics covered, place where
meetings were held, and if they were conducted by:

students _____
faculty member _____
psychologist _____
others _____

f. Have you had, or are you planning to have, indivi-
dual speakers on campus?

Yes ___ No ___

g. If Yes, do such speakers address:

- (1) meetings open to the entire college community? _____
(2) meetings restricted to certain campus groups? _____
(Please name groups)

3. Are there any special materials for undergraduates
designed to provoke consideration and discussion of
women's role, such as:

a. Films?

Yes ___ No ___

b. Taped material?

Yes ___ No ___

c. Reading lists?

Yes ___ No ___

d. Articles in undergraduate publications?
(Please name publication and type of article)

Yes ___ No ___

3. (continued)

- e. Other materials?
(Please list)

Yes ___ No ___

4. In your counseling program --

- a. Who is responsible for advising students concerning their academic programs?

Dean _____
Faculty member _____
Other _____

- b. Do you have a counseling service that assists students in long-range planning for continued education, both formal and informal?

Yes ___ No ___

- c. If Yes, who administers this counseling?

Dean _____
Faculty member _____
Psychologist _____
Counselor _____
Other _____

- d. Is this type of academic counseling provided for:

- (1) Every student?
(2) Only those who ask for it?
(3) Those who have special problems?

Yes ___ No ___
Yes ___ No ___
Yes ___ No ___

- e. Is vocational counseling provided for:

- (1) Every student?
(2) Only those who ask for it?

Yes ___ No ___
Yes ___ No ___

- f. Does vocational counseling usually take place:

- (1) In the freshman year?
(2) In the sophomore year?
(3) In the junior year?
(4) In the senior year?
(5) Throughout all four years?

Yes ___ No ___
Yes ___ No ___
Yes ___ No ___
Yes ___ No ___
Yes ___ No ___

4. (continued)

- g. Are the academic counseling and vocational counseling services coordinated?

Yes ___ No ___

- h. If Yes, please describe briefly how this coordination is effected.

- i. Is there an understanding on the part of faculty members and counselors of the need for women undergraduates to plan for a vocation as well as for marriage?

Yes ___ No ___

- j. Has any emphasis been placed on, or have programs been designed for encouraging this kind of understanding among the faculty members and counselors?

Yes ___ No ___

- k. If Yes, please describe briefly.

- l. Are there special aspects of your academic or vocational counseling program that are particularly effective in helping women students to plan for their lives after college?

Yes ___ No ___

- m. If Yes, please describe.

5. Has your institution made any surveys or studies concerning attitudes of women undergraduates regarding:

- a. Their role as women?

Yes ___ No ___

- b. Their intellectual aims?

Yes ___ No ___

- c. Their vocational intentions?

Yes ___ No ___

- d. Their goals in life?

Yes ___ No ___

5. (continued)

e. Other attitudes?

Yes ___ No ___

f. If Yes, will you please enclose reports of these studies.

6. What is your evaluation of the pilot program planned at the University of Michigan?

a. Are there any aspects or activities you would add to it?

b. Is there any aspect of it you consider impractical or unproductive?

c. If it proves to be an effective program, would you be interested in adapting it for use on your campus? Yes ___ No ___

B. Questionnaire on Continuing Education Program

1. Does your college or university have special programs on campus for meeting the educational needs of:

a. the woman college dropout? Yes ___ No ___

b. the woman college graduate? Yes ___ No ___

2. Is there general flexibility on the part of the faculty and administration toward meeting the special needs of women college dropouts and college graduates?

Yes ___ No ___

a. Is the undergraduate curriculum available to part-time students? Yes ___ No ___

b. Is the regular undergraduate curriculum offered to mature women

for credit ___ noncredit ___ not at all ___

c. Is the graduate curriculum of your institution available to part-time students? Yes ___ No ___

Only in some schools ___ (Please list)

d. Are there any age limitations for matriculating in:

(1) the undergraduate school? Yes ___ No ___

(2) the graduate school? Yes ___ No ___

e. How many women over 23 years of age are currently enrolled as part-time students?

Undergraduate ___ Graduate ___
(Please approximate if exact figures are not known.)

f. Are there requirements for admission as part-time students in:

(1) the undergraduate school? Yes ___ No ___
(If Yes, please list)

2. (continued)

(2) graduate schools? Yes ___ No ___
(If Yes, please list which graduate schools)

g. Are there any minimum residence requirements for:

(1) mature women graduate students? Yes ___ No ___

(2) mature women in undergraduate study? Yes ___ No ___

h. Will you please indicate when courses are available to mature women students.

Daytime classes during academic year Undergraduate Graduate

Special late afternoon classes

Evening classes

Saturday classes

Summer school

i. Do you give credit for:

(1) Subjects in which proficiency examinations have been passed? Yes ___ No ___

(2) Correspondence and other home study courses? Yes ___ No ___

(3) Radio or television courses? Yes ___ No ___

3. Does your institution sponsor an alumni/ae college on campus? Yes ___ No ___

a. If Yes, how many days is it in session? _____

b. Have any sessions been taped? Yes ___ No ___

4. Does your college or university have any off-campus centers?

Mobile ___ Stationary ___ None ___

4. (continued)

- a. If Yes, please list the courses and programs available at such centers, designating if for credit or noncredit.

- b. Are these courses offered at the center

(1) At all times?

Yes ___ No ___

(2) Intermittently?

Yes ___ No ___

5. Does your college or university offer any on-campus courses designed specifically for mature women?

Yes ___ No ___

If Yes, please list titles and whether credit offered.

6. What is your evaluation of the pilot program planned in campus-supplemented home study?

- a. Are there any considerations or activities you would add to it?

- b. Is there any aspect of it you consider impractical or unproductive?

- c. Will you offer credit for this course to women who may wish to continue their studies at your college or university if they:

(1) pass the New York State Proficiency Examination? Yes ___ No ___

6. (continued)

(2) pass the examination prepared and administered
by the pilot college?

Yes ___ No ___

d. If it proves to be an effective program, would your
institution be interested in adapting it for use in
your community?

Yes ___ No ___

**C. Questionnaire on Academic-Vocational Counseling
and Placement Services**

1. Do you offer academic counseling to alumnae? Yes ___ No ___
- a. If Yes, how many alumnae availed themselves of
this service in the past year? _____
- b. Is a fee charged for this service? Yes ___ No ___
2. Do you offer academic counseling to women residing
in your community? Yes ___ No ___
- Credit _____ Noncredit _____
- a. If Yes, how many women used this service? _____
- b. Is a fee charged? Yes ___ No ___
3. Do you give information about educational opportunities
offered elsewhere in the community? Yes ___ No ___
4. Do you offer vocational counseling to alumnae? Yes ___ No ___
- a. If Yes, how many over the past year? _____
- b. Is a fee charged? Yes ___ No ___
5. Do you offer vocational counseling to women in this
community? Yes ___ No ___
- a. Is this service available to all women -- or only
college graduates? _____
- b. How many women used this service during the
past year? _____
- c. Is a fee charged? Yes ___ No ___

6. Do you offer placement services to your alumnae? Yes ___ No ___

a. If Yes, how many availed themselves of your office in the past year? _____

b. Is a fee charged? Yes ___ No ___

c. Is this service extended by correspondence to alumnae who do not reside in the college community? Yes ___ No ___

d. Roughly, what % of alumnae requests are handled by mail? _____

7. Do you offer placement services to women residing in your community? Yes ___ No ___

College graduates _____ College dropouts _____

a. How many women used this service during the past year? College graduates _____ College dropouts _____

b. Is a fee charged? Yes ___ No ___

8. In your opinion, how effective have your services been?
(Extremely ___ Moderately ___ Not at all ___)

a. Educational counseling for alumnae _____

b. Educational counseling for community women _____

c. Vocational counseling for alumnae _____

d. Vocational counseling for community women _____

e. Placement services to alumnae (community residents) _____

f. Placement services to community women:

college graduates _____

college dropouts _____

9. Are the academic and vocational guidance and placement services offered by your institution coordinated? Yes ___ No ___
(If Yes, please explain how)
- a. Are these services housed together on campus? Yes ___ No ___
(If No, please describe where separate services are located.)
- b. Is there an exchange of information between counseling and placement regarding vocational opportunities in the area, especially in part-time employment? Yes ___ No ___
10. Have you conducted, or do you plan to conduct a one- or two-day academic and vocational orientation program designed for the mature woman? Yes ___ No ___
If Yes, please state the dates of the program.
11. Has your institution conducted any surveys of local
- a. part-time employment opportunities? Yes ___ No ___
- b. full-time employment opportunities? Yes ___ No ___
- c. employment agencies particularly geared to handling requests for part-time work? Yes ___ No ___
- d. volunteer opportunities? Yes ___ No ___
12. Do you think you will find use for the orientation manual that the University of Washington and Catalyst are preparing? Yes ___ No ___
- a. Are there any considerations you would add?
- b. Are there any additional materials that you feel should be included?
- c. Do you consider any of the supplementary materials listed unnecessary?

PART III: APPENDICIES

AGENDA FOR CATALYST ON CAMPUS CONFERENCE

Breed Memorial Hall, Margaret Morrison Carnegie College
Carnegie Institute of Technology

Friday, May 15, 1964

9:30 a.m. Session I: The Relationship of Educated Women with Families to Society

Kathryn F. Clarenbach* -- Discussion Leader

1. What are realistic goals for women with families that are socially useful and personally fulfilling?
2. What are the significant factors in society that impede the achievement of these goals?
3. In the life pattern of the educated woman, how can each phase be used most effectively in pursuit of these goals?
 - a. Childhood and high school (c. 1-18)
 - b. College (c. 18-22)
 - c. The years between graduation from college and birth of the first child (c. 22-25)
 - d. The family years (c. 25-35)
 - e. The years with school-age children (c. 35-45)
 - f. The years without children at home (c. 45-65)

12:15 p.m. Luncheon -- SKIBO, Campus Activities Center

1:30 p.m. Welcome and Summary of Morning Session by Erwin Steinberg

2:45 p.m. Session II: The College's Role in Relation to the Special Needs of Women (See Notes Following)

Group Discussions: the topic in theory (until 5:20 p.m.)

1. On-campus Administrative and Academic Efforts to Reach and Motivate the Undergraduate in Liberal Arts
2. On- and Off-campus Efforts to Offer Intellectual Stimulation and Direction to Graduates during the Early "Family Years"
3. Continuing Education for Credit: Off-campus Courses
4. Continuing Education for Credit: On-campus and Extension
5. Continuing Counseling: Academic and Vocational, and Reciprocal Placement Services
6. Communication between Colleges

5:30 p.m. Social Hour and Dinner -- SKIBO -- Address by Louise Cain*

7:45 p.m. Group Discussions: the topic in practice application

* Substitute for Roger Heyns (listed on original agenda)

Saturday, May 16, 1964

Breed Memorial Hall, Margaret Morrison Carnegie College

9:15 a.m. Session III: Presentations of Findings by Group Leaders

Group 1 -- 9:15 to 10:00

Group 2 -- 10:00 to 10:45

Group 3 -- 10:45 to 11:30

Group 4 -- 11:30 to 12:15

12:15 p.m. Luncheon at SKIBO

1:15 p.m. Further Presentations of Findings by Group Leaders

Group 5 -- 1:15 to 2:00

Group 6 -- 2:00 to 2:45

2:45 p.m. Closing Remarks by Felice Schwartz

3:00 p.m. Adjournment

Notes for Session II

1. On-campus efforts to reach and motivate the undergraduate in liberal arts: Laying the foundations for the future. Making effective use of the faculty, of the symposium, counseling, questionnaire, house plan, campus communication media, and etc. to encourage the student, especially the woman in liberal arts, to focus on the future with awareness of intellectual direction and a realistic attitude toward personal fulfillment within the context of social need and moral purpose.
2. On- and off-campus efforts to offer intellectual stimulation and direction to graduates during the early "family years": Bridging the gap from "focusing on the future" to "planning for the future." Making greater use of alumnae colleges -- traveling seminars, "intellectual fairs," two-week seminars, self-enrichment courses -- to lead into

more directed programs and vocational guidance. Consideration of "Pilot Light Forums": a noncredit, vocationally oriented, educational symposium, introductory in nature but with concomitant workshops in depth; designed for the uncommitted family woman to facilitate the process of "getting started" on long-range planning, and at the same time, to accommodate the need for intellectual stimulation. The use of alumni/ae publications to supplement the program with suggested reading material, more emphasis on scholarly articles, and, in all ways possible, intensification of the relationship between colleges and the continuing education needs of their alumnae.

3. Continuing education for credit: off-campus courses: Assessing the degree to which home-study materials (correspondence courses, programmed self-instruction, directed reading lists, audio-visual materials, television courses) successfully relate to on-campus courses; whether they are of sufficient quality and quantity, in content and continuity, to enable the housebound or far-distant alumna to complete college courses at home. What consideration has been given to the use of home-study material supplementing part-time class work, thereby eliminating some of the problems of course scheduling and time limitations for the family woman? The possibility of a national directory for all home-study courses, to be made available to all colleges for use in advising their alumnae and as an aid to re-enforcing and facilitating Continuing Education programs throughout the country (see notes on group 6).
4. Continuing education for credit: on-campus and extension: The availability of part-time courses for degree credit in graduate fields of study; the accommodation of matriculated students in undergraduate programs for extra credit (or auditing for review); in general, firming the continuity between College and Continuing Education in a realistic manner for women with limited time who wish to implement their plans for further education. The possibility of cataloguing all part-time courses by field of study, for credit and non-credit (this has been attempted on a national basis by individual colleges for use by their own alumni/ae, by the American Alumni Council, and, on a regional basis, by various groups for general use) by joint college effort, government, or other agencies. Disseminating and coordinating this information by individual colleges and universities and/or via "clearing-house" techniques (see notes on group 6).
5. Continuing counseling: academic and vocational, and reciprocal placement services: The advisability of offering placement as well as educational and vocational guidance services to mature women residing in the community. Consideration of housing, staff, and the possible need

for fees for any or all three services. The advantages of reciprocal services for alumnae of "member" colleges (see notes on group 6), and the exchange of information between placement offices made possible thereby.

6. Communication between colleges: Establishing a mechanism to provide a channel of continuing dialogue and the pooling of resources and materials between colleges. The advantages of a "network" or an association of colleges and universities such as those represented here. CATALYST can contribute to the success of such a union -- by performing a clearing house function, providing a central office, collecting and creating special materials (editorials, posters, films describing vocational areas and its own program, etc.), publishing a newsletter, arranging manuals for conducting forums, making audiences for such forums visible, etc. Membership and/or subscription to CATALYST on Campus.

APPENDIX B

THE EDUCATED WOMAN: RESPONSIBILITIES TO FAMILY AND SOCIETY (Summary of Plenary Group Discussion -- May 15)

Erwin R. Steinberg

Obviously there aren't any simple answers to the problems posed by the pattern of the life of the educated woman. If there were, we wouldn't be meeting here. Obviously, too, there are many strands in this problem.

One problem we got into very early (perhaps too early, I am not sure), was whether women could expect to move into decision-making positions after they have raised their families and gone into their "second careers." We had lots of things to say about that. I think ultimately we came to the conclusion that certainly competent ones can and that these people should be encouraged. If there are many barriers to women moving into decision-making positions in industry or education or government, we ought to recognize them. But certainly we can also recognize the competent women. I think we can probably recognize them in college, except, perhaps, for the so-called late bloomer. We can recognize them and we can help them, perhaps, to understand what these barriers are. We can also help them not to compromise and to understand that they can fulfill themselves in more than one way, that they will sell themselves short unless they do the things that they will have to do in order to fulfill themselves both as wives and mothers and as career women -- if they want to be career women. It will require of them a lot of work, a lot of dedication, but it is necessary if they are to live full lives.

We then went on to talk about some of the things that make it difficult for a woman to move into a decision-making position if she doesn't really begin her career until age 40 or 45. Some of us were impressed with the fact that her years of apprenticeship are missing and, as those of you who were here this morning know, to many this is a very important point. One of the comparisons I like to make is the difference between the apprenticeship most men undertake and that that most women undertake in the 25 to 35 year age bracket. An engineer when he gets out of college is very likely to spend the first three or four or five years of his career "on the drawing board" or whatever is comparable in the various phases of engineering. His work tends not to be very creative unless he can make an end run somehow. It tends to be routine. In my profession, the teaching of English, the beginning instructor spends a good bit

of his time grading freshman themes and holding student conferences. We tend to see that as not being very productive. I think ultimately it is productive, but our profession looks at something else as being productive and so do we individually.

Now a woman at that age -- in the age when she is raising her family -- is similarly doing things that seem to be routine and that most people feel are not creative: the diapers and the dish washing and the house cleaning and the ferrying of youngsters back and forth to their lessons and so on. (Whether we ought to make women feel that these are indeed creative activities is another point.) The difference is that a man can stand on his experience in his years of apprenticeship and use them as rungs in the ladder of going up. In other words, when an engineer becomes a supervisor he builds on his years on the drawing board. When a person moves from an instructorship in English to an assistant professorship, he builds on his experience in freshman English. When a woman moves into her second career, she does not build on those early years of her apprenticeship in her first career. If she moves into teaching, perhaps in a sense she can build on those years; but if she moves into some other area which has less to do with youngsters and more to do with things that are considered traditional in the man's world -- like accounting, or, if you like, the teaching of college English or engineering -- she does not. That is why I suggested this morning that we ought to get women to recognize this difference and not to feel that they have been cheated, because I think this is what a good many women do feel. On the job at the age of 40 or 42 they are liable to look around them and see men who are younger than they are, who may even look like whippersnappers to them. The women don't recognize that even though they are older and in some ways more worldly-wise than some of these men and even in some ways more experienced, they probably are not as experienced in the particular occupation in which they are now working.

This is something that I think in counseling women, both undergraduates and mature women, we have to get these women to understand so that their hopes will not be too high and so that they will recognize that if they want to get where they want to get -- wherever that is -- they must do what any minority group must do. (Even though women are in the majority in numbers, they are still treated as a minority group in our society.) They must do what any minority group must do -- they must work harder and faster. I don't think it is going to change. Given the problem that, by and large, women are out of the career line for ten or fifteen years, their comparative lack of experience is a fact. Now, as we said later on, we decided that there are some things we can do to

ameliorate this problem. But as long as women bear children, there is nothing we can do to get rid of it completely. This is something we are going to have to take into consideration.

Another thing that militates against women moving easily into positions of decision-making is certainly prejudice. This is something that we didn't talk much about. Perhaps some of you ladies are a little shy of this point, but as a man I can talk about it very freely. Men are very prejudiced against women in positions of authority. But women are also very prejudiced against women in positions of authority. Some of the sociologists in the audience may want to contradict me on this, but it seems to me that in many ways the women in our society function as the conservative strand. They are the tradition bearers, and they tend to keep us from moving too quickly in any one direction -- and perhaps quite properly, as there has to be a conservative strand in any society. One of the things that they hold onto pretty tightly are the mores of our society. I think this is why in many ways women are the harshest critics of women who attempt to change the pattern of womanhood.

Someone commented this morning on the fact that women when they come in for counseling have to be told, "Well, it's all right if your neighbors don't quite understand that you are going back to take a course; there's nothing wrong with you if you do want to take a course." The problem is Mrs. X and Mrs. Y and Mrs. Z. For various reasons some of them may feel threatened; others may feel that it's unladylike. Recently my wife and I went to visit some friends who moved into a new house. When we got into the car to go, the woman came out to see us off and to thank us for coming, and she discovered to her horror that she had an apron on. It wouldn't have bothered her in her old house, but in that neighborhood women simply did not appear on the sidewalk with an apron on. Well, I guess in some neighborhoods, women don't appear with their curriculum showing. As some of you pointed out this morning, we are going to have to educate the men. But we are also going to have to educate the women, because I think that prejudice among women is as strong as it is among men, although it works in different ways.

Several people commented on the fact that women are more passive than men; and someone actually had some statistics on this. We discovered a little bit as to whether this is cultural or biological or both, and several people commented on Erik Erikson and the fact that he feels that, to quote Freud, "Anatomy is destiny." There is still a good bit of work we have to do on this. We don't know to what extent this passivity is a question of biology and to what extent it is a question

of culture. I suspect we will find, as with all things, it is probably both and that one reinforces the other. But at the moment I don't think we can say anything definitive about this.

We also came to the conclusion this morning that in counseling mature women, we certainly ought to distinguish -- and help the women to distinguish -- between those who have the necessary training and experience to move into positions at various levels and those who don't and that we ought to look very carefully at a woman's credentials, both formal and informal, when she comes in and try to help her fit into the position or the spot on the ladder, if you like, or the particular field that her experience enables her to move to. That, of course, is really begging the whole question, as you realize, because all it says is that we have to work with each individual as an individual and that there are no simple answers.

We talked a lot, too, about the responsibility of women themselves for doing something about this whole problem. For example, we talked about the necessity of persuading young women to keep their hand in. This is something we talk about with our girls here, but I am not sure we are very successful. I think that far too many of the girls in this college, who are reasonably intelligent, tend to feel that their life ends the way the romantic novel ends: "they got married and lived happily ever after." We hope they get married if they want to. (They don't have to if they don't want to, but the statistics say that 97 per cent of them will and that they will have three children apiece.) And we hope that they will live happily ever after, whether they get married or not. But we want them to recognize the newly emerging pattern -- that by the time that most of them are fortyish, early or middle, they are going to be thinking about doing other things and that family life will no longer demand their complete time. If we accomplish just that -- if we prepare them psychologically for this fact -- then we feel we will have done for them a very important service, because we discovered here as we talked to a lot of mature women coming back (and we have about two dozen of them in the college now who have returned at our invitation) that there are two problems, both stemming from the fact of their not having thought about this return to work early enough. First, they haven't resolved their guilt feelings about any of this. Many of them feel guilty about "deserting their homes" even as they talk to us about what they ought to do. And secondly, they haven't really thought about what they want to do.

Each one of these problems is a big enough problem to overcome by itself, but when you throw both of them together they sometimes appear insurmountable. What we are hoping is that if we get our undergraduates to recognize the problem, the awareness of having to solve it will

be built into the family process. Then when a woman with youngsters who are all in the lower grades in school recognizes that five or seven or eight years from now she is going to be facing this crisis that we have been talking about, she will begin to say to her husband, "Well, now, you know, seven years from now, or eight years from now, this is what is going to happen," so that together they will sit down and work out a pattern that will be meaningful for that family. Now, it is hard to say what that pattern is going to be. There are some families where youngsters will continue to need more mothering than in other families. Some youngsters tend to be independent. Others have greater needs. There are some women who will continue to get much of their fulfillment by continuing to work full time or almost full time in the home -- perhaps even the majority of them. There are some husbands, for example, who will find the idea of a wife going back to work very threatening and simply won't put up with it. Well, if that's true, it seems to me, the woman ought to know this as early as possible. If it is a fact, it can't be blinked. In some few extreme cases, she may even have to make a decision of whether to stay with her husband and do what he needs or not to stay with him. But certainly the earlier she and her husband recognize the problem, the easier some sort of resolution will be.

We feel that if we can get this message across to our students and get them to take it seriously, we will have done them a great service. I must confess that I don't know that we have gotten most of them to take it seriously yet. I think that they listen to us but that the social pressures are so great that they don't hear us. If any of you have any ideas about how we can make an impact -- short of setting off an atomic explosion -- we would very much like to hear them.

We talked also this morning about persuading young women to read their professional journals, to stay with their professional organizations, and to attend local meetings. It occurred to me that I attend the meetings of a local association of English teachers. There is no reason why a woman who was an English teacher, who is now raising a family, and who thinks that some day she might go back to English teaching shouldn't join and remain a member of the organization. It takes only one night a month at the most. Nobody has excluded these women. Why don't they stay with their professional organizations? I know lots of women who were very competent social workers for two or three years. There is a strong social work organization in town. Most of the women that I know who have left social work do not continue with their professional organization. Why not? Will the social work organization throw them out? There are chemical societies, math societies, physical societies, all kinds of societies in town. These societies are very eager for people who will do the necessary work to keep them moving forward. Why

haven't we been able to persuade our women to continue, or has it been that nobody has ever suggested this to them? I don't know. Do they need to be invited? Maybe we should tell them as undergraduates, "You're going to be a member of a national organization when you leave, and there is going to be a local group in the town that you live; stick with it." Even if they are out in the middle of the great western desert somewhere, they can certainly get their professional journals and read them. I think this is something that we ought to talk to them about.

We also talked about persuading women to become involved in community organizations, so that if, perhaps, they can't stay with their own profession, they can certainly get the kind of apprenticeship that concerns itself with keeping an organization moving, with running meetings, with time schedules, with writing minutes, and with writing reports -- the kinds of things which in today's world are very important if one wants to become a decision-maker. Several people also commented that for the average college educated woman today (this would mean middle class) there is no reason why, after her youngsters are four or five, she can't give a morning or even a full day to a particular community organization or a community service in town and again get the kind of apprenticeship she needs and also broaden her horizons and get to meet people and be stimulated intellectually.

The concept of women's responsibility for their own education came up in several other ways. There was the whole problem of Ph.D. fellowships, for example, and the fact that when a man commits himself to three years for a Ph.D. he generally sticks with it. When a woman commits herself to a Ph.D. fellowship for three years, there seems to be a little subclause written at the bottom of her commitment: "as long as I don't get married and have to move off somewhere with my husband." As a male, I'll stay clear of that one and let you women battle it out. I have also felt that -- and this is cultural -- with one eye on the problem of getting a man, women do not commit themselves as wholeheartedly to their undergraduate education as men do. I said this in a class of young women a few years ago and almost got taken apart. What I said in effect was this: If you take a group of women in this college and a comparable group of men in our College of Engineering and Science, the women, I would bet, would not work quite as hard at their courses as the men did. I said this, by the way, after I returned a set of blue books that had made me very angry. I had asked on part of the exam for a series of definitions of overlapping terms. It was perfectly clear when I read the blue books that the girls had a pretty fair idea of what the terms meant and roughly where they overlapped, but very few of them had worked at them hard enough, had given them that one more twist to get them clearly, sharply defined. So I went in as a very righteous male. I wanted to get

them angry because I was angry. I said, "Men just don't do this if they are any good." Of course, the whole class exploded -- which was what I wanted -- but I also exploded because I was angry.

We went 'round and 'round not very profitably for the next forty-five minutes, but it was very interesting that the next session they returned to the discussion. I had said my piece and was prepared to forget it -- but they weren't. And they weren't in a very peculiar way. They told me that, unfortunately, although I wasn't completely right, I was "sort of" right. Then we went on to analyze why. We got some horrible stories. One girl said, "I remember in my chemistry class in high school -- the very first day there were 22 boys and 4 girls. The instructor took the 4 girls by the hand and led them to the back of the room and said, 'You are not going to understand this, but just don't disrupt the class and we'll give you a passing grade.'" There are many stories like that which indicate very strongly that our society just doesn't expect competence of women in certain areas. Now, it isn't only the schools that are at fault, you see. The parents of these girls must have known the story. Why didn't they stand up and shout to the high heavens? It didn't seem to bother them.

This is a problem in our whole society: the stereotype of the woman who quakes at having to add up the sums in the checkbook stubs. It's ridiculous, but nevertheless, it exists. I think that our society encourages girls not to work as hard as they ought to, partly by setting up this myth about women not being able to work competently in certain areas and partly by causing them to divert some of their attention and energies to this business of finding a husband. A man knows that he is going to have to find a wife, and he doesn't expect his wife to find him, really. But somehow it doesn't consume a major part of a five-year span. How men manage to do this, I'm not quite sure. Maybe we ought to examine the mechanism. I'm not saying that it's unimportant and that it doesn't throw a lot of men into conflict. If you check with our Bureau of Measurement and Guidance here, you will learn that it causes a lot of problems; but it doesn't seem to destroy the single-mindedness of nearly as many men in pursuing a career as it does women.

We talked, also, this morning about how education could affect this pattern -- taking courses during the family years to keep one's hand in or to anticipate the retraining that a woman would need; then, afterwards, the retraining that she would need specifically for a particular job that she wanted to take or a particular community organization that she wanted to work with.

Someone also brought up the point that we shouldn't lose sight of the fact that the mature woman who has raised her family is perhaps the best taker for a more traditional liberal arts program, the kind of knowledge for knowledge's sake that our society used to promote, but, which, if one listens to Jacques Barzun, is now going out the window.

Someone made the interesting suggestion that we could, perhaps, fit women into on-going industrial in-service training programs, and here again something occurred to me. Our local school system has in-service training programs for its teachers. I don't think it would cost the local community very much money to include in those in-service training programs women who are not now teaching but who were teachers. And look at the benefits the schools would reap by continuing the loyalty of the women in the community who were teachers, by helping them keep posted on what was happening, by giving them a vested interest, if you like, in the local school system; so that when they are ready to go back to work, they know they are welcome. They will know where the right doors are. They will know that they are not too much out of date. They will know what the local universities offer by way of retraining courses, because all of the information is available in the local Board of Education. I should think that social work organizations could do the same thing, so that perhaps the already on-going in-service training programs -- industrial, community, educational -- can be used to keep women involved in their professional areas while they are raising their families.

We also talked a good bit on and off about problems of counseling. One of the points made very strongly was that it should begin very early at college. Well, it's never too late -- but it should begin long before college. Several people commented on the fact that we are going to have to reach the parents as well as the people in schools, because parents help set the pattern, and I think this is particularly true. Every time I have an opportunity to talk to a parents' group, I try to impress on them the fact that, after all, they are the ones who persuade their daughters what their daughters should and should not be doing, what is appropriate for a little girl to do and for a young woman to do, and what is not appropriate. Somehow we have to get at the parents and perhaps we do this by starting in colleges with the men and women. We have to break into this cycle somewhere and get the men as well as the women to understand what the problem is.

We talked about the problem of the preponderance of male counselors and the difficulties that that raised. As I thought that over, I wondered whether it was really as nasty a problem as we thought when we discussed it; because if, as I have suggested, women are as much

prejudiced against women as men are, and perhaps, in some areas more, I wonder whether it makes a difference that so many of our counselors are men. I don't know. I simply raise this for some of us to think about.

Some of the people also made the point that we have to adjust the balance between the wife-mother career and the return-to-work career to the needs and competencies of the individuals -- that there will be all kinds and all varieties of patterns, and that we may not be able to make a simple blanket statement that will be useful to all people. I think I took down verbatim what I felt was a good summary statement on this matter, although it didn't come at the end of this particular discussion: "Can we make our counseling sophisticated enough to cover the whole spectrum of needs of all the individual women that come to us for counseling, for education, and so on?"

We talked also about the problem of part-time women workers and the fact that our society is not flexible enough to adjust to these particular needs. I understand that some companies are doing this. I read in Business Week, I think, that the Polaroid Company has been doing this. When a woman comes in, for example, to say that she is leaving for marriage, or a married woman comes in to say she is leaving for motherhood, they try to make arrangements for her to continue on some part-time basis; partly to keep her skills up, partly to keep her loyalty; so that when she is ready to return, maybe never full time but perhaps half time, or, later, full time, they have a very loyal, competent worker. I think, perhaps, industry can do more than it's doing in this area.

I had an interesting experience with this problem. I was put in contact with the vice president for personnel of a very large bank in New York City, because I had heard that the bank was using part-time women workers. It turned out that the women were being used for something slightly more exalted than scrub women; but at least the story got me introduced to the vice president. We discussed the problem. I asked whether he could use part-time women, and he was intrigued with the idea because, he said, in New York City it was becoming harder to persuade people from the suburbs to come to downtown Manhattan to work, that more and more people were leaving his company to take jobs in Nassau and Jersey and Westchester at lower salaries so they wouldn't have to commute. The cost of commuting frequently made up for the difference in salary, and certainly the cost of commuting plus the time involved made up for the difference -- and he was concerned that ten years from now they might really have a personnel problem.

He began to see part-time women as a possibility for making up for some of his lost work force, so he called in some of his people and we threw the idea out at them. Ages here, I think, are significant. The vice

president, I would imagine, was about 42 or 43. He called in two other men, one of whom was about 55, and the other of whom was about 40. The man who was 55 immediately said, "no, it couldn't be done; too much trouble." And this is something that we have run into consistently. Many supervisors prefer one so-so, full-time employee to two highly competent part-time employees.

Now, part of this is prejudice in the sense that they don't want to be bothered; but partly, I have discovered, it is economic. I discussed my interview with my brother, who is a lawyer in New York; and I sneered at the prejudice of the supervisors who didn't want the extra work involved. He said that the problem wasn't as simple as I made it. There are accounting problems, legal problems, fringe benefit problems, liability problems -- all of these have to be considered. There seem to be real economic hurdles to be overcome.

As the bank people began to discuss various possibilities, I asked, "Can't you name a department where someone can use part-time women for three months?" I know nothing about the banking business; but I thought if we were going to make a start, I would have to jump in. As some of you know, I can be pretty brash. Well, they talked that over a little bit and, finally, someone said, "In Jack Brown's department here, they could use part-time women with just arithmetic skills from about January until income tax filing time. With a minimum of training we can really find these people very useful." Fine. I took the second step: "Now, the women that you just mentioned -- is there another department that could use them from about October through the end of November?" They talked about that for a few minutes and they decided there was: Joe Smith's department. I pointed out they had a very interesting pattern. From October through November they could use these women in Joe Smith's department. The Christmas-New Year season the women could be off with their families. For a good part of the spring they could be working in another department. They could have the whole summer off to spend with their families when the youngsters were out of school. Then they could start the whole cycle again. The men were very very interested. They said they would think about it.

I sketched out, then, something that I hoped they would undertake as a research problem. I suggested that they identify in the company ten jobs that might be filled by part-time women and then announce that these jobs were available; but instead of filling them immediately, hold them open for two weeks and interview as many women as possible. During those interviews they could discover what the constraints on the women were. In other words, would they prefer working two full days a week or four half days a week? What were the hours they preferred? What were there other needs? Then, they could get some very useful

information, particularly if they compared the constraints on the jobs and those in the women's own lives. This would be very useful information if it were published. Then they could fill the jobs with the women most suited and follow them and do individual evaluating on those women, too. The vice president said he thought this would be very interesting. He would have to check with his supervisors, and he would let me know. That was four months ago. I haven't heard from him, so I suspect he ran into a road block and is embarrassed and decided not to write to me. That's the easiest way to avoid facing the problem.

This is the kind of research that is going to have to be undertaken to solve some of these problems. I'd also like to tell you just a word or two about another experiment that we have tried here at Carnegie Tech working in cooperation with the Pittsburgh Public Schools. A year ago September, we started a program for women with the B.A. in one of the social sciences who had not had any teacher training. We announced that we would offer part-time evening work toward an Interim Certificate and that the following year the Board of Education would hire these women on a part-time basis. We said there were twenty positions; we had sixty applications. We filled the class. As far as I know, any one of those women who wanted a job is teaching on a part-time basis in the public schools. This, too, had to come from the top -- the superintendent. I am sure there were people in the schools who were very unhappy about it.

The program worked so well that we got a foundation grant and we are doing it this year in the evening with modern languages people. Next year, these modern language teachers will be teaching part-time in Pittsburgh Public Schools; but again, it had to come from the top. There are all kinds of similar imaginative things that can be undertaken. How one gets started with them I don't know. As we have seen it, it depends heavily on personality and leadership. We have had here in succession two superintendents of public schools with whom we have found it easy to work. They have been creative, imaginative people who have been willing to take gambles; and when we have thrown out an idea that they liked, they acted. We haven't been that successful with people in industry yet. Well, there is, then, the whole problem of part-time women workers.

Someone raised another point that seems to me very important, and that is that we shouldn't suggest that all educated women must become wage earners. I think that is an exceedingly important point. First, if all our educated women become wage earners it seems to me an awful lot of community processes would simply flounder -- boy scouts, girl scouts, PTA, hospitals, all of these organizations which we tend not to think of

as very important. It would be very interesting for the women to call a strike, no community organization work for two months, just to see what would happen. I think the community would begin to recognize how important this work is.

The other point is that this newly emerging pattern we have been talking about, of the woman age 40 suddenly for the first time being faced with a lot of open time, comes at a very awkward time in our history, at the time of the second industrial revolution and automation and the resulting economic dislocation. It is a real problem for us here in Pittsburgh. For example, here at Carnegie Tech we have been thinking for two years now about doing a program like the one in New York: a series of seminars for women who want to go back to work. But the unemployment here is often as high as double the national average. What is the morality of bringing in a group of women for such seminars and thus encouraging them to go back to work in an area where the labor market may not be ready for them -- may not have room for them? I just don't know what the answer to that one is, and it seems to me that this is something that we have to think about very carefully. We'd better be careful about beating drums about getting women back to work, at least in the traditional ways. Maybe there are other ways.

One of the expanding parts of our economy is the whole area of personal services. Maybe more women could get into this area of setting up stables (excuse the metaphor) of houseworkers, not babysitters but trained women who can take care of families. That kind of worker seems to me to be needed desperately in a good many communities, partly to release other women who have intellectual capacity who want to be computer specialists or technical writers or bench chemists or whatever. We have to be more imaginative about the kind of thing that we suggest that women go into instead of directing them into areas which are already glutted or which in a particular geographic community there is no need for. I don't know. Maybe in some relatively small towns, for example, a woman can open up a part-time advertising agency and hire other women to work with her to do various kinds of jobs, writing copy, typing, leg work, and so on. It seems to me that, particularly in our society which does encourage entrepreneurs quite handsomely, there are some things we haven't looked at. They are more of a gamble; but the mature woman quite frequently is in a better position to take the gamble than the man is, because if she goes into something and it flops, she can always have a second try at something else unless she very desperately needs money to support the family. But I think we ought to encourage women to take chances, to try new things, not to look for the established path, to go into a small business, perhaps. I don't really know what kind of small business I am talking about -- certainly one that wouldn't require

too much capital; but there ought to be ways, particularly in the service area, that women can use their education and their experience and their competence to provide community services that will pay them back with the paycheck that says, "You are contributing to society," because I think the paycheck, in addition to being spendable, is also a kind of a diploma. Several people pointed that out in our discussions.

I have been spending the last two days in bed by doctor's fiat, so I have had a chance to do some reading. One of the books I read was Giovanni's Room by James Baldwin. I don't know if any of you people have read it. Something in it impressed me: the pressures in our society that still exist about women. I guess I had kind of forgotten quite how strong they are. At the very end of this novel a young woman who has been off in Spain comes back and tells the hero that she's decided she does want to get married after all. She wants to be made a woman of and this means marriage, children, and so on and on; and for various reasons he is not quite sure. She senses this and in desperation she says, "David, please let me be a woman. I don't care what you do to me. I'll wear my hair long, I'll give up cigarettes, I'll throw away my books." I was appalled; but this is a book that is rather well thought of, was well reviewed. Baldwin is one of our better novelists. Yet he parades the idea of being a woman and reading books as being antithetical. Somehow, we are going to have to get at that. Whether some of these courses that we talked about for women, and for men and women, will do it, I don't know. We are trying to do it here partly by having speakers come in to talk about the problem. I must say that the longer the series runs the fewer takers we have and the fewer men we have, even when we have men speakers. I don't think -- again I keep using the word imaginative, and I apologize -- but I don't think we have been as imaginative as we must be if we are going to solve this problem.

One other point that was made in our discussion was very important: that whether a woman does go back to work or not, it is tremendously important that she somehow learn the necessity for the intellectual side of life because if there are no intellectual discussions in a household, the youngsters probably will not grow up recognizing the importance of the intellectual. Perhaps one of the reasons for the strong anti-intellectual bias in our society today is the fact that not enough women have an intellectual orientation that will allow them to carry on intellectual discussions at the dinner table; or not enough women have a strong enough intellectual orientation to get them involved in local politics or the PTA or writing letters to the newspaper or whatever has to be done in a community, so that their youngsters see them do this and recognize that this is important. We shouldn't be interested only in the intellectual aspects of education because some day these women are going to

use these, perhaps, for employment. It is enough of an argument that they will need them to raise their families properly. This in itself ought to be enough to persuade us to get young women to take their intellectual training seriously. It seems to me as a kind of summary of all this, I'd like to offer the remark that someone made that what we really ought to be thinking about is that each of us become all that he or she is capable of being.

Now, in the two minutes that remain, I think that I'd like to take a look at the future. As some of us were talking about the future of Catalyst and what Catalyst on Campus could do, it seemed to us that there is a good bit of research that needs to be done. Furthermore, there now seem to be funds to do it. A good many of the kinds of questions we are asking have to do with education. There is a Cooperative Research Branch of the United States Office of Education which has funds to support this kind of research. As a matter of fact, it is supporting this conference. If we are going to be grounded in anything more than good wishes, it seems to me we have to stake out some problems for research. Otherwise, we are simply going to do arm-chair philosophizing and will wind up being a bunch of do-gooders, and do-gooders generally don't do much good. Ultimately, this research is going to have to be undertaken by the individual colleges. I think that Catalyst can be very helpful in making contacts in Washington, in looking at research proposals, in suggesting how these might be changed or better focused, in suggesting where these might be aimed -- whether at the Cooperative Research Branch or NIH or NIMH or other places. There are people in Catalyst who are very knowledgeable about these things. I think Catalyst would be very glad to help, but I think that the ideas for the research are going to have to come from the universities themselves.

It may well be that a lot of people interested in undertaking this kind of research are not experienced enough. If you have ideas, send them to the people in Catalyst, perhaps Mrs. Schwartz or Roger Heyns or myself or the other people. Just say, "Here is an idea that I have that I'd like to attack in some kind of research program; can you give me a suggestion as to how we can shape this?" I think that there are enough of us around who will be glad to do this that it won't be a burden to any particular person. The kind of thing that I am talking about is the research program that I suggested to the vice president in the bank, for example; or perhaps, a longitudinal study of some women who have been through a retraining program to see what happens to them and analyze the logs. All kinds of things are possible; but unless we do this kind of research, I think we are going to be at the mercy of what by happenstance, anthropology and sociology will tell us. I don't think

that's good enough. We are going to have to look for our own problems, isolate them, and get the answers to them; and I personally would like to encourage each of you to think about a research project.

It doesn't have to be grandiose. For example, the Office of Education has a program called the Small Contracts Program for research projects for \$7,500 and under. Those of you who do get involved in research know that generally when you put in large research proposals, it takes about six months before you get an answer; and then the answer is liable to be "resubmit with these changes." In this small contract program, the proposal doesn't go to a panel. It is sent out to three field readers, and you generally get your response in about six weeks; so if you want to put one toe in the water instead of jumping in, there is an opportunity to do so.

I think we very desperately need research in this area not only to get the answers but also to make the area respectable. You all come from the academics. You know that nothing is respectable unless research is done in it. We have lots of research problems. By all means let's both get answers and make ourselves respectable at the same time. I think you will find that if you do that we will attract lots of good social scientists to our banner and they will help us get even more answers. I think some other things that we are going to have to talk about today are ways of establishing liaison among the colleges, so that we will let each other know about programs and perhaps find ways of meeting. I doubt that the Federal Government will underwrite us every year if we want to get together, but this is something else that we will have to consider.

Well, these are some of the problems we raised this morning. We will have to find ways to solve them in our discussions today and tomorrow and in the future.

APPENDIX C

UNIVERSITY OF MICHIGAN - CATALYST ENTERPRISE

Louise Cain*

The University of Michigan has been involved over the last year in developing means to meet the needs of adult women seeking to further their educational training on the university level. In this planning effort we have been aware, as I know all of you are, that this is only one limited though important stage in one phase of the woman's life. As we all realize and as Catalyst has told us in case we didn't realize it, consideration of the woman's educational needs and her vocational-volunteer career goals is significant only insofar as existing patterns in education and in the world of work, paid and volunteer, are studied and reconciled to the life patterns of the family woman. There are certainly many unanswered questions involving both the woman's ability and her commitment to make use of her training and many unanswered questions involving the opportunities open to her for doing so.

We at the University of Michigan are sharply aware that at the same time that we have an increasing number of adult women seeking to be enrolled at our school, there are already over two thousand women, of age 30 or over, enrolled in both undergraduate and graduate programs of the university -- more, I may say, in graduate programs than undergraduate. Now, of the two thousand figure of women over 30, 64 per cent are married, well over half. We want them to succeed both in attaining their individual goals and in answering the needs of our society for their varied contributions. And I don't think that these two goals are at variance in most cases.

We realize that our university should add services and make some changes in educational design to serve this group and to serve the young undergraduate girls who will be these adult women tomorrow. We also know that our best efforts will be only one piece of a large and more complex whole. Certainly this morning we were talking about many of the variables which contribute to this whole picture. Because we feel inter-related actions are called for and because we feel that Catalyst does offer a vehicle for communication and coordinated effort between the colleges, the women, and the market place outside, Vice-President Heyns is deeply committed as co-chairman of the Catalyst-on-Campus enterprise.

*Mrs. Cain, Special Assistant to Roger Heyns, Vice-President for Academic Affairs at the University of Michigan, delivered this address following the Friday dinner at the Conference.

In recent months Catalyst and the University of Michigan have begun to formulate a joint operating plan combining research, education, and action beyond the educational domain. Our three-fold goals and focal points, I think Mrs. Schwartz mentioned this morning: (1) motivating the young undergraduate woman to understand and prepare for her future in which marriage and children are not the terminus but the beginning of a long period in which her education may be put to constructive use within her family circle and outside of it; (2) designing methods of continuing education whereby home study in various experimental designs can pave the way to later campus educational training with no significant interruption in the development of the college woman's mental resources; and (3) offering vocational guidance and placement opportunities for those women who desire them. The efforts of Catalyst in this joint plan will be extensive in these areas; the efforts of the University of Michigan, intensive.

The University of Michigan will be, I think, one testing ground which linked with the experience of other campuses should be able to establish some patterns of national usefulness. On our campus Dr. Elizabeth Douvan of the Psychology Department (and some of you may know some of her publications) has designed one research project for our own campus to study the problem of sex-role integration, as the psychologists call it, in a double sample of undergraduate girls. At the same time we will embark on a demonstration project designed to clarify and help resolve these problems of role conflict. These will be then an attitudinal study and a motivational project.

For the at-home student in the early mothering years and later, our Extension Service in cooperation with several departments is hoping to plan courses of study, credit and noncredit, using in various combinations a multi-media approach which a great many of you are also starting on -- reading lists, correspondence courses, programmed instruction, films, taped discussions, seminars in various combinations.

Finally we aim to establish a service center of educational and vocational information and counseling for adult women returning to the campus. In conjunction with this operating unit of the university, Dr. Elizabeth Douvan is designing a study of a random sample of returning adult women students which we hope to carry out as soon as we have funds for this purpose. This study ranges from answering such practical questions as: "What fate do the woman's plans and aspirations meet? How many drop out? How many change their original plans after they return to the University?" to some theoretical questions of more interest perhaps to psychologists than to laymen, such as this one: "Do these women experience a similar change in power and concept of power

and aggression as a prelude to their decision to return to school as Gutman has reported for men in retirement?" Some of the psychologists feel that women at this point of the cessation of the concentration of active mothering are in a very similar position psychologically to men in retirement. I don't know. We hope we will find out some of these things.

Meanwhile, Catalyst, while working to stimulate alteration of employment patterns, particularly in three areas of need for trained manpower and womanpower, to the time requirements of the family women will also be in a position to feed back to us and to other colleges a measure of the efficacy of our educational training in the market place -- both the volunteer and paid service -- and further information on professional and semi-professional requirements which can improve our counseling and program offerings to women. In addition, Catalyst stands ready to offer its services as a vehicle for communication and coordination between the colleges, the women, and the professions in which they will contribute their skills. And it seemed to me today as conferees brought materials and you all clustered up to that small place by the bulletin board, that certainly this need for communication and coordination between us has been visibly shown.

The extension of the scope of this University of Michigan - Catalyst plan certainly awaits the deliberation of this conference, the interests of you and of the institutions which you represent. It seems to me perhaps the main operating question of this conference, which I assume we will come to some conclusion about tomorrow, is this: What kind of mutually helpful channel or structure can be designed creating an informal network of universities and colleges working in cooperation, working in concert, assisting and complementing each other's efforts? A single conference obviously cannot commit institutions to specific action; nor can it determine implementation of a general proposal with any real exactitude. But I think it can air the question; it can elicit reactions to aids which Catalyst has expressed willingness to perform; it can suggest other services; and, I have heard some of these already today. It can clarify possible joint procedures if mutual interests and needs indicate the advisability, and not only that but the workability, of a coordinated effort on behalf of these women that for some years now we have been labeling as an under-utilized resource.

I hope and believe, looking back on our initial session today, looking forward to our discussion tonight and tomorrow, that this meeting of so many distinguished and knowledgeable participants will provide a productive step forward of use to the colleges, of use to the able woman. If this is as good a conference as I think it is going to be, it

will not end at three o'clock tomorrow afternoon but it will begin at three o'clock tomorrow afternoon with, I hope, a coordinated effort -- an effort at communication and joint action on the part of all of us who are so much concerned with this area of the continuing education of women for constructive ends.

APPENDIX D

REPORT ON UNDERGRADUATE COUNSELING AND CONTINUING EDUCATION AND GUIDANCE FOR MATURE WOMEN

Prepared for CATALYST by H. Gilbert Nicol*

"Continuing Education" as a concept can be said to be as old as education itself. The term is a redundancy in that education has always been thought of as a process that takes place throughout life and not merely during the years of formal schooling. However, the demand for organized programs to fill the needs of men and women beyond the age usually associated with secondary school and college has given the term new meaning more exactly expressed as "continuing opportunities for education."

Before the end of the last century established educational systems recognized this need and produced extension programs and, subsequently, correspondence courses. In recent years it has become apparent that there is a vast number of individuals for whom neither of these alternatives is entirely suitable.

Women who sought to combine their home responsibilities with a means to continue or refresh their formal schooling were at a particular disadvantage. Extension divisions were largely oriented to the person who worked from nine until five and could only devote evening and weekends to courses and study. Correspondence courses were often inately inadequate. Furthermore, the married woman needs more guidance than the single career-minded man or woman, for she must think of a second career that can be attained in conjunction with her career in the home.

"Continuing education for women" today can be said to fall into two categories. First, there is the broad range of opportunities which includes everything from a return to college as a matriculated undergraduate or graduate student, or matriculation in a special degree program, to participation in volunteer work having discernible educational value. Mrs. Martha White of the Radcliffe Institute for Independent Study has just completed an inventory of all such opportunities available in the Boston area and their number and variety are incredible. All of them are available on a part-time basis. Included in the offerings are the

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Radcliffe Institute; Brandeis' program allowing residence requirements to be met on a fractional basis; noncredit seminars or summer sessions at Radcliffe and Brandeis; programs offered by community adult education centers and local public schools; home study programs; special training programs in art, lithography, hospital work, theater, and business and real estate; and Boston University's volunteer program working with culturally deprived children.

Another program in this broad category is the multi-institution plan of the AAUW providing fellowships to mature women interested in returning to college to prepare for college-level teaching or administrative posts.

In a recent survey conducted for the American Alumni Council, Bea Field reported 1,115 programs of a continuing education nature being conducted at 519 colleges and universities and 45 secondary schools by the institutions (as opposed to by alumni associations). Of these, 168 were extension courses, 263 evening schools, 168 adult education seminars, 233 institutes or short courses of a professional nature, 71 alumni colleges, 173 TV or radio programs or both, and 39 miscellaneous programs. Credit is given in 644 of them. In addition 161 institutions reported programs conducted by alumni associations.

This report is more of an overlook than a survey and no attempt is made to be all inclusive. Instead, only a comparatively few of the prototype programs will be mentioned, and these are not necessarily the outstanding ones in their respective categories.

The second category of programs for continuing education for women is really a sub-category of the first. It is exemplified by the plan inaugurated at the University of Minnesota at the instigation of Mrs. Virginia Loftus Senders and Mrs. Elizabeth Cless, who served as its co-directors for the first two years. This was an acknowledgement by the university of the special needs of mature women for continuing education and a commitment to offer all the resources of the institution to meet them. Although many other colleges and universities have not been as specific in the fashioning of their programs, the extent to which they are able to meet the needs of women rather than their avowed intention to do so should be the ultimate criterion.

The Minnesota Plan continues after almost four years to be the clearest prototype of what such a program can offer. In addition to admitting older women to all the established programs, Minnesota sought to meet the new educational needs of mature women and to encourage advance planning by younger women students.

Functionally, the Minnesota Plan is a facilitating agency. However, not only does it advise the returnees how they can make the best use of the University's offerings, but it also acts as a consultant to the University in the establishment of special courses, programs and facilities to meet the special needs of women who come to it for advice and guidance. Most of the women "enrolled" under the Minnesota Plan have expressed interest in working toward undergraduate or graduate degrees; records of courses taken and credits received are maintained through the usual University channels.

There are two basic areas of difference between the Minnesota Plan and the Sarah Lawrence Program directed by Mrs. Esther Raushenbush. One, the Sarah Lawrence Advisory Service is directed toward a multiplicity of institutions, whereas most of the women in the Minnesota Plan use the resources of the University itself. Second, both programs offer educational advice but only the Minnesota Plan offers vocational counseling! To be accepted in the Sarah Lawrence Program, the women must have fairly clearly defined goals. These must go beyond the particular degree (both the baccalaureate and master's are offered) and reflect a realization of what the aspirant will do after the degree has been obtained.

Thus, while Minnesota and Sarah Lawrence vary in their restrictiveness, each program depends on counseling as its keystone. As it will be shown in programs at other institutions, it is the amount of attention devoted to guidance that is the real criterion of an effective continuing education program for women.

The guidance function itself has two aspects. One is to act as an information center, referring the inquirer to the school, division or department in which she will find the program or course to fill her previously defined needs and for which she has the necessary capacity.

The more important guidance function is to help the woman find what her needs are and the extent of her capacity to meet them through further formal education. Mrs. White at Radcliffe thinks that the professional counseling in this area is less suitable for adults than it is for younger people. Instead, Mrs. White brings together in small groups women seeking guidance and lets them expose their problems and ambitions to each other. A member of Mrs. White's staff acts as discussion leader, encouraging the participants to provide their own answers, works out problems with them, provides reading lists, and suggests places to go for further information and other help.

Based on the criteria of availability of all institutional facilities and programs and guidance counseling, not many other institutions have a program in full operation. The Radcliffe Institute for Independent Study does meet these criteria, although it caters only to the woman who has her doctorate or has achieved that level in some other fashion. The universities of Michigan, Pennsylvania, and Wisconsin and Syracuse University have or are inaugurating programs very similar to the one at Minnesota. At the two-year City College of San Francisco, mature women are admitted to the regular undergraduate program regardless of previous formal education (non-high school graduates over 21 are admitted on the basis of special tests). There is heavy emphasis on counseling, and taking courses as a hobby is discouraged. Four hundred women over 21 were in the program in Spring, 1964, all except a few over 50 carrying almost full terminal or university parallel programs. Brooklyn College has also been giving special attention to the needs of women in its adult education program.

A number of undergraduate colleges have been matriculating mature women in their regular programs for a number of years. Margaret Morrison Carnegie College at Carnegie Institute of Technology, Fairleigh Dickinson, Barnard, Beaver, Mount Holyoke, Louisiana Southern University and Agricultural and Mechanical College, Tulane, Saint Joseph's College for Women (Brooklyn), Maryland State Teachers College at Towson and Goucher are among those presently having such arrangements. Edgewood College, Maryland State, Louisiana Southern, and Fairleigh Dickinson give these older women special attention; Mount Holyoke, Tulane, and Louisiana Southern offer financial assistance; and Barnard waives tuition for alumnae. The amount of guidance counseling varies, but it is usually a condition to admission rather than an integral part of the program.

On the graduate level, the Harvard Graduate School of Education offers women special programs of part-time study leading to an Ed. M. or M. A. T. Again, there are a number of universities offering the same opportunities as those at Harvard, as evidenced by the AAUW program cited above.

Although the above undergraduate colleges offer programs which more or less meet the criteria of the Minnesota Plan -- total institutional resources and guidance counseling -- their effectiveness may be somewhat limited by the reluctance of many older women to attend classes dominated by their younger contemporaries. Many complain that their greater maturity and experience often makes the classes seem too slow paced. Thus, it would not seem that admitting mature women to the undergraduate program -- whether for the purpose of obtaining a

degree or for reviewing or up-dating -- will ever be a major source of continuing education opportunities for women. Attendance records tend to bear this out, although they do vary according to the location of the college. In fact, the most important contribution these programs may make is to the undergraduate girls who will sense in the presence of the older women the continuing need for formal education that they will have after college.

A number of institutions have special broad programs for adults with particular attention given the needs of women. Probably unique among these is the Burlington Campus of Northeastern University, located in the heart of the industrial research complex north of Boston. The program there includes courses planned to meet the needs of suburban women as expressed in a survey; the offerings are for credit or for no credit on undergraduate and graduate levels; there are degree, refresher and teacher certificate programs, and transfer credits are accepted.

Another approach is one that has been taken at the University of Oklahoma and Goddard and Pacific Oaks colleges. With heavy emphasis on counseling, they offer plans combining short periods (two to four weeks) of residence with independent study. This leads to the bachelor's degree at Goddard, a special Bachelor of Liberal Studies at Oklahoma and either the baccalaureate or post graduate degree at Pacific Oaks. No special attention is given women, although the programs incorporate features that overcome the difficulties often preventing women from returning to college. At Oklahoma, the admission and placement testing can be administered without the applicant leaving his home community.

Thus, one of the principal obstacles to participation in a Minnesota Plan type program -- or in the other undergraduate and graduate plans already mentioned -- proximity to the institutional center -- is overcome. Still another way of doing this is offered by the Institute of University Studies, the New York State Board of Regents and the Florida Institute for Continuing University Studies. Using modern home study techniques and testing methods and devices (such as the Comprehensive College Tests developed by E. T. S.), their plans make it possible to obtain credit at a pre-selected institution through work done almost entirely at home. The high quality of course preparation and study supervision (criticism of papers and examinations are sent the student on LP records) permit IUS credits to be accepted at 26 institutions, including American University, Lincoln University, Miami of Ohio and Sarah Lawrence, and the New York State Regents' credits at 132 institutions in that state. Another plan combining numerous resources and devices to permit extended and high-level home study is the new Wisconsin Extension Program.

A growing number of colleges and universities are facilitating the admission of mature women to specialized programs, the best known of which is in mathematics (and now also chemistry) at Douglass. Wellesley has established an institute in chemistry and offers fellowship grants; the University of Cincinnati offers a program in nursing; Boston University, in Russian studies; New York Medical College, in psychiatry; New York University, in social work; Tuskegee, in nutrition; Northeastern, in business; and a number of institutions in education; some of which have already been mentioned. Of course, all of these have limited application to the woman who knows her capabilities and what she wants to do. They are programs to which the Minnesota- or Radcliffe-type guidance counselor might refer an inquirer. In Canada, most provinces offer training programs for high school and college graduates to work in day care centers, which include summer sessions, and correspondence and evening courses.

Finally, there are a great variety of noncredit seminars, summer sessions, and alumnae colleges which provide intellectual stimulation to the women who do not have the time, motivation or determination to embark on a more demanding, goal-directed, formal program. They range from the community problem oriented seminars at Goucher in urban redevelopment to what Felice Schwartz has characterized as the "bridge substitute" courses in painting and music appreciation at a number of colleges and universities. In Canada, where there is apparently more concern for the women who have no more than a high school education, programs have been formulated to retrain the woman on the farm from being a buttermaker to being the bookkeeper; and schools of fine arts are fairly prevalent across the country. None of them is without its value to the individual woman insofar as it stimulates her to find intellectual challenge outside the home and perhaps to embark eventually on a program that will permit her to lead a more useful life.

An intermediate step between the one-shot seminar or lecture series and the matriculation in a programmed course of study is being tried at Goucher with its Wednesday Program of credit courses for women out of college and Lindenwood's special undergraduate courses for women.

The Goucher Wednesday Program points up another obstacle women often face in even the Minnesota Plan offerings: class scheduling. Since Goucher's undergraduates do not have classes on Wednesdays, the college is able to offer its courses in the morning and early afternoon. Too many women who are eager to return to the classroom and are either unable or unwilling to attend regular undergraduate classes find the class schedule will either prevent their being at home in the late afternoon when their

children return from school or in the evening to be with their husbands. On the other hand, the institutions are faced with the logistics of presenting regular courses especially for mature women during the day without any assurance that attendance will justify it. Goucher with its Wednesday Program will maintain the highest standards since it is offering degree credits and it will be interesting to see if it can attract sufficient numbers of women of the calibre required.

Actually the proponents of continuing education for women today must seek to measure the real needs of mature women for intellectual challenges and opportunities that will support a program as distinguished from the vocalized needs that are less frequently translated into active participation. It is one thing to survey women as the University of Missouri at Kansas City and others have done to ascertain the expressed needs and aspirations of their constituents. It is something else to produce a program that will bring them out of their kitchens and away from their bridge tables. Although the majority of women surveyed are usually 35 and over, usually twice as many say they plan to do something about their education in the future as say they are ready to go back to school now. The Minnesota and Sarah Lawrence plans are unqualified successes from the standpoint of the institution, but are they from the standpoint of the community in terms of the number of women who should have wanted to and been capable of availing themselves of the opportunity and the number who actually did? The town of West Hempstead, N. Y., recently decided to drop its adult education program because of a decline in the number attending classes, only 650 out of 12,000 adults attending 12 of the 35 courses offered.

Thus, the problem faced in this area today is how to stimulate women to realize their own potential? How can they be sufficiently motivated to shake off their bonds of lethargy? The Seven College Vocational Workshop in New York is one way of doing this (individual counseling and lectures acquaint women with areas of employment); colleges, such as Mary Baldwin, offering advice to mature women seeking baccalaureate degrees is another. But even here, the women have to have sufficient gumption to go out and look for a means for meeting their needs. It is society that makes it seem desirable for the girl to go to college, and it must be society that will eventually produce a change in the attitude of mature women and send them streaming back to the classroom and laboratory.

Most of the women for whom the programs are being designed were in college ten or more years ago when the educational goals for women were even more hazy and misunderstood than they are in many colleges today. Perhaps there will be no real surge to continuing education

programs for women until the impact of the girls now in college is felt 10 or 15 years from now -- IF they have been motivated sufficiently to think of their responsibility to themselves beyond Kirche, Kinder and Kuechen. It is far easier to rekindle the fire from a spark than to start with green wood and wet matches.

Yet, against the background of all that is being done by institutions and communities to provide opportunities for the woman to reinvigorate her intellectual life, comparatively little is being done to instill in the boys and girls a sense of the personal world they will live in. Although the women deans and counselors are making great headway on their respective campuses in this direction, they are hampered, on the one hand, by ancient concepts of their role as custodian and disciplinarian, and, on the other, by having to depend on voluntary, extra-curricular conferences, seminars and individual counseling to reach the individual girl.

The Intercollegiate Association of Women Students has provided nation-wide support to these efforts, but the programs still depend almost entirely on administrative effort with little attention being paid them by the academic world.

In addition to the two criteria previously identified with the Minnesota Plan (total institutional resources and guidance), a third is encompassed in its conception, relating the program downward to the girl still in college (and to the boy as well, for, as a husband he will influence his wife's aspirations and realization of them) through a four-point program of undergraduate counseling. Yet, depending as it does on the voluntary participation of the students, it has been the most disappointing feature of the plan and parts of it have been dropped. Oakland University's Alumni College has an undergraduate orientation program directed to each class individually and considerable success is reported there.

Greater integration of the counseling function into the total educational program of the institution has taken two principal forms.

The first is built around the residence hall as a learning center with the house "master" ("mistress," "madam"?) playing an educational role. Stephens College has experimented with this successfully and President Mary Bunting has made it one of her principal goals at Radcliffe. At Radcliffe, two House Centers have been established with Harvard faculty members and their wives (one an archeologist, the other an illustrator of children's books) acting as nonresident advisers in anticipation of the day when Houses designed along the lines of those at Harvard will be built and staffed by resident families.

Southern Methodist University has established a special women's residence hall program to motivate young women to learn more about various alternatives in vocational possibilities after graduation or marriage. On the basis of the attention being given the residence hall in the National Association of Women Deans and Counselor's Journal, other institutions probably have similar programs in operation or in the planning stage.

While the women's college can integrate aspects of the life-span counseling into their academic program through their faculties, this is not as easily done in co-educational institutions. Thus, one alternative is to introduce a special course into the curriculum, such as the University of Missouri at Kansas City has done with its campus seminars for senior women held for two hours once a week. It seeks to involve the students in a life-span approach to education and academic achievement. One aspect of the continuing education programs mentioned above -- where the mature woman is admitted to the regular undergraduate courses -- must have definite value as a counseling device. The older woman in the classroom cannot help but have a therapeutic effect on the young girl who cannot otherwise imagine reaching the age of 30, much less what her intellectual needs will be beyond that time. Mrs. Bunting has considered this to be one of the major contributions her Institute Fellows can make to the undergraduate at Radcliffe.

Since the numerous and imaginative programs undertaken by counseling staffs at institutions throughout the country have received wide attention, this brief report has sought only to comment on those programs of academic rather than administrative origin -- and there do not seem to be many. Margaret Morrison Carnegie College is embarking on a comprehensive program in this area and its experience should serve as a model for others to follow.

Although most of this report has been devoted to programs of continuing education for women, the area of greatest concern is obviously undergraduate counseling. Although developments in continuing education are taking place slowly they are widespread and broadly experimental. In the years to come there will obviously emerge many sound programs, ready to meet the real needs of the women for whom they were designed. However, without a change in the attitude and aspirations among the coming generations of American women -- those now in college and their daughters and grand-daughters -- these programs will never meet the high expectations held for them nor justify the institutional commitment they would otherwise warrant.

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